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ABSTRACT

The Cayuga-Onondaga Assessment for Children with Handicaps (COACH) is an assessment and planning tool designed to assist in the development of relevant educational programs delivered in integrated settings. The tool provides methods to determine a student's top learning priorities from a family-focused perspective, translate priorities into goals, determine the breadth of curriculum beyond the top priorities, identify management needs related to instruction, develop short-term objectives, and develop a plan for meeting learning and management needs within general education schedules and routines. The tool is predicated upon family members and professionals working together as a team. The tool includes functional curricular content designed to extend or supplement general education curriculum. The model conceptualizes functional activities and skills as belonging to one of three general categories: cross-environmental activities, environment-specific activities, and sensory learning skills. This manual for the sixth version of COACH describes assumptions upon which the tool is based, provides background information and general directions for administering the assessment, offers samples of completed forms, and provides a blank form. The manual discusses steps for developing objectives, creating integrated lesson plans, and scheduling to provide mainstream opportunities for students. (45 references) (JDD)

C. O. A. C. H.

Cayuga-Onondaga Assessment for Children with Handicaps
Version 6.0

1990

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Preface to Version 6.0

This sixth version of **Cayuga-Onondaga Assessment for Children with Handicaps (C.O.A.C.H.)** reflects modifications based on over six years of field-testing, including several hundred administrations of Part 1. Field-testing has been conducted with students, families, and professionals primarily in New York State and Vermont, although it has been used in at least 36 other States and 6 Canadian Provinces. The changes in this version are based on input from parents, teachers, and related services professionals. While Parts 1 and 2 are applicable in most service delivery options, Part 3 is predicated upon special educational services being provided in general (integrated) class placements. The major changes include:

1) The introductory information about C.O.A.C.H. has been reorganized into five major assumptions upon which the model is based. This includes an expanded discussion regarding how problem-solving strategies are embedded in the tool.
2) *Introductory Information to Share with C.O.A.C.H. Participants*, is available to assist in orienting parents and other team members as a first step of administration.
3) While background information and directions are still include at the beginning of the C.O.A.C.H. manual, all forms to be filled out now include a statement of *Purpose and Directions* at the beginning of each section. Each section ends with a *Link to the Next Part.* This is designed to assist users in understanding the relationship between each part of C.O.A.C.H.
4) Part 1.1 has been changed completely. In previous versions this section attempted to set the context for assessment and planning by applying a basic application of Environmental Analysis. Based on extensive feedback from professionals and families, this section has been replaced with a broad exploration of current and future status of five *Quality of Life Indicators* as identified through interviews with families who have children with severe disabilities.
5) Part 1.2 (Selection of Curricular Areas to be Assessed) now includes examples of the curricular content in each area to facilitate use.
6) The *Activity/Skill Listings* in Parts 1.3 through 1.5 have been revised and shortened. Version 5.0 included 171 individual items; Version 6.0 includes 96. This reduction was accomplished through reorganization as well as omission of certain items based on field-testing. The smaller number of items allows for more efficient time use.
7) *Activity/Skill Listings* have been coded to include preschoolers (ages 3 to 5).
8) Part 1.6 *Prioritization Grids* have been simplified for those using the Short-Ranking Method. The Long-Ranking Method is available in Appendix B (pp. 76 - 77).
9) Considerations are offered for subsequent administrations of Part 1 with students in future years.
10) Part 2 (Refined Assessment and Planning) now includes simple strategies and forms to document the *Breadth of Curricula* and *Instructional Management Needs* for the student.
11) Part 3 (Ongoing Assessment and Planning) has been further updated to reflect full inclusion in general education environments.

C. O. A. C. H.

Cayuga-Onondaga Assessment for Children with Handicaps

What is COACH?

C.O.A.C.H. is an assessment and planning tool designed to assist in the development of relevant educational programs delivered in integrated settings. C.O.A.C.H. is divided into three **"Levels of Assessment and Planning" - General, Refined**, and **Ongoing**. The tool provides methods to: (a) determine a student's top learning priorities from a family-focused perspective (Parts 1.1 - 1.7); (b) translate priorities into goals (Parts 2.1); (c) determine the breadth of curriculum beyond the top priorities (Part 2.2); (d) identify management needs related to instruction (Part 2.3); (e) develop short-term objectives (Part 2.4); and (f) plan for meeting learning and management needs within general education schedules and routines (Part 3). (See Figure 1)

C.O.A.C.H. includes functional curricular content *designed to extend or supplement general education curriculum* (see Figure 2). **Functional Curriculum** refer to teaching activities that have direct, practical applications in daily life. "Activities" are defined as clusters of skills which when grouped together allow a person to engage in meaningful experiences. Skills are only useful if the person is able to exhibit them in conjunction with the other skills and concepts which constitute functional activities in natural contexts. For example, the skill of "visual tracking" (following the path of a moving activity) is of little value in a contrived situation where, for example, an adult asks a student to follow the path of a flashlight as it is moved. Visual tracking becomes relevant when it is applied to a functional activity in a natural context (e.g., playing a game of catch with a peer, during recess; being a spectator at an athletic event after school; or observing traffic when preparing to cross the street on the way home). This approach is consistent with the skill clustering model discussed by Guess and Helmstetter (1986).

The intent of this functional curriculum approach is to assist in preparing learners for maximal participation and inclusion in a variety of integrated environments with individuals who are nonhandicapped (Brown, Ford, Nisbet, Sweet, Donnellan, & Gruenewald, 1983). In some cases this participation may refer to partial participation and/or individualized adaptations, based upon the notion that persons with moderate, severe, and profound handicapping conditions, "can acquire many skills that will allow them to function, at least in part, in a wide variety of least restrictive school and nonschool environments and activities" (Baumgart et al, 1982).

The C.O.A.C.H. model conceptualizes functional activities and skills as belonging to one of three general categories described in the following sections. These categories are *Cross-Environmental Activities, Environment-Specific Activities, and Sensory Learning Skills*.

Cross-Environmental Activities are those activities that typically would be used across multiple environments. In C.O.A.C.H., Cross-Environmental sections include: (a) Socialization, (b) Communication, (c) Personal Management, (d) Leisure/Recreation, and (e) Applied Academics. For example, it would be expected that activities or skills such as: offering assistance to others, making requests, drinking, engaging in an individual game, or reading symbols, would be used by a person across many settings such as at home, in school, at work, or in a variety of community settings.

Motor (gross/fine) and Cognition are two curricular areas that cross multiple environments and are absent by design. These areas represent subskills embedded in all other Cross-Environment

FIGURE 1

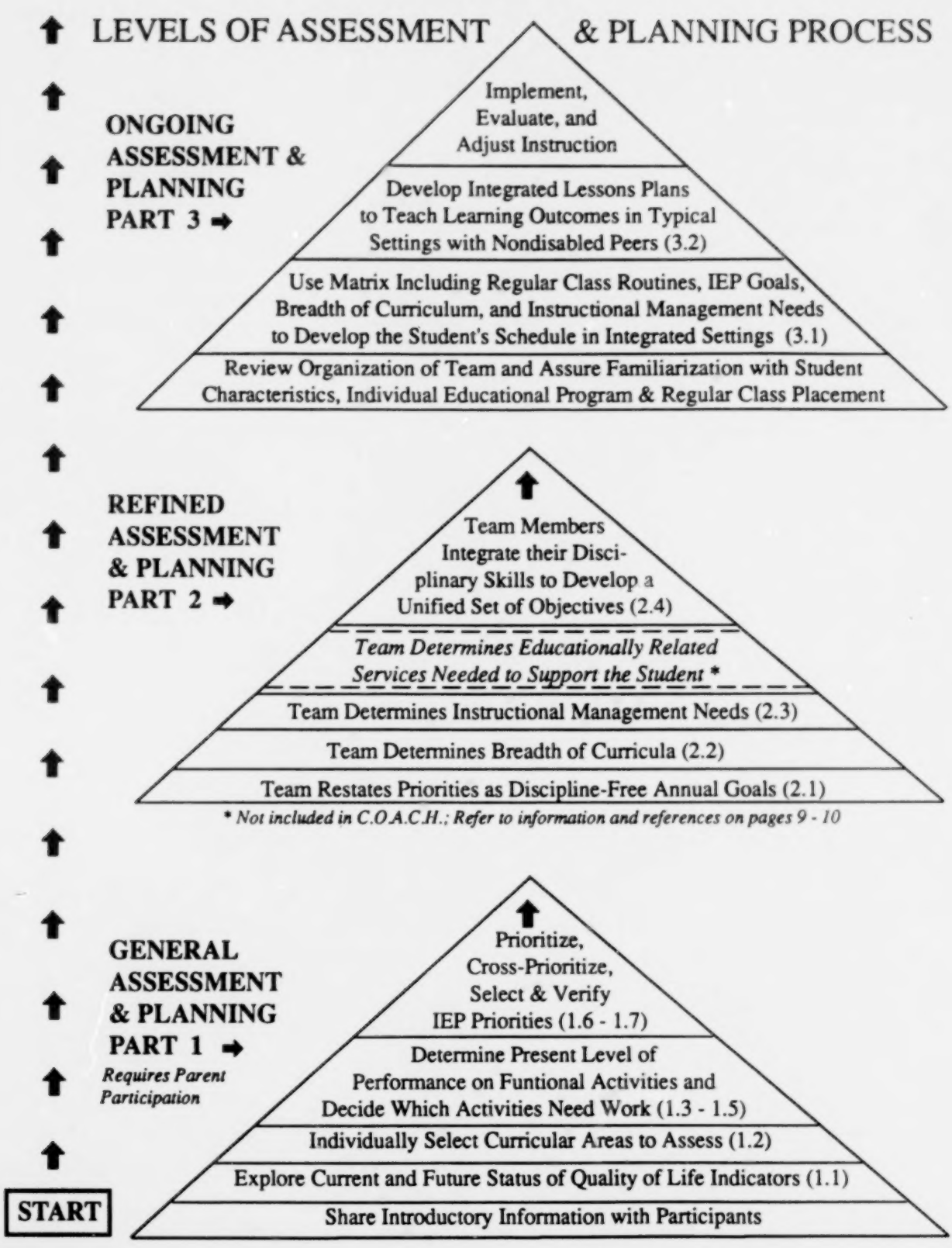
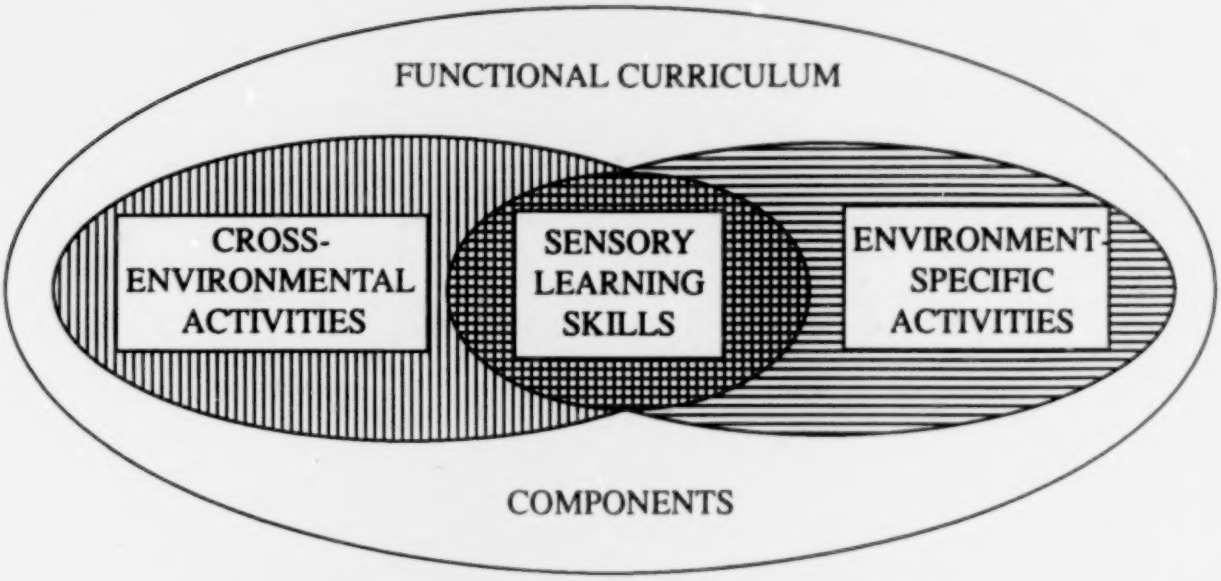

LEVELS OF ASSESSMENT & PLANNING PROCESS
ONGOING ASSESSMENT & PLANNING PART 3 ➡
Implement, Evaluate, and Adjust Instruction
Develop Integrated Lessons Plans to Teach Learning Outcomes in Typical Settings with Nondisabled Peers (3.2)
Use Matrix Including Regular Class Routines, IEP Goals, Breadth of Curriculum, and Instructional Management Needs to Develop the Student's Schedule in Integrated Settings (3.1)
Review Organization of Team and Assure Familiarization with Student Characteristics, Individual Educational Program & Regular Class Placement
REFINED ASSESSMENT & PLANNING PART 2 ➡
Team Members Integrate their Disciplinary Skills to Develop a Unified Set of Objectives (2.4)
Team Determines Educationally Related Services Needed to Support the Student *
Team Determines Instructional Management Needs (2.3)
Team Determines Breadth of Curricula (2.2)
Team Restates Priorities as Discipline-Free Annual Goals (2.1)
* Not included in C.O.A.C.H.; Refer to information and references on pages 9 - 10
GENERAL ASSESSMENT & PLANNING PART 1 ➡
Requires Parent Participation
Prioritize, Cross-Prioritize, Select & Verify IEP Priorities (1.6 - 1.7)
Determine Present Level of Performance on Funtional Activities and Decide Which Activities Need Work (1.3 - 1.5)
Individually Select Curricular Areas to Assess (1.2)
Explore Current and Future Status of Quality of Life Indicators (1.1)
Share Introductory Information with Participants
START

FIGURE 2

CURRICULAR COMPONENTS OF THE C.O.A.C.H. MODEL



CROSS-ENVIRONMENTAL

Socialization

Communication

Personal Management

Leisure/Recreation

Applied Academics

ENVIRONMENT-SPECIFIC

Home

School

Community

Vocational

SENSORY LEARNING SKILLS

Visual, Auditory, Tactile
Olfactory/Gustatory

* The traditional curriculum areas of cognition and motor are considered embedded in each skill or activity in the listed areas.

and Environment-Specific activities or skills. Some motor response is required to observe any behavior and all intentional behavior would presume some level of cognitive ability. For example, the motor subskill of "grasping" and the cognitive subskill of "means/ends" become useful when they are combined and applied with other skills within the personal management activity of eating a meal with utensils. Similarly, the cognitive subskill of "object permanence" and the motor subskill of "directed pointing" become useful when a person points to a cupboard door (behind which are cups) in order to request a drink. These examples are only potentially functional since they must match the learner's needs and be performed at contextually appropriate times to be considered functional. The purposeful omission of the motor and cognitive curricular areas is not meant to diminish their obvious importance and value, but rather to encourage the user of C.O.A.C.H. to focus on the functional outcomes that are desired for the learner.

Environment-Specific Activities refer to activities that would typically, although not exclusively, be associated with use in specific environments. For example: (a) preparing breakfast, making a bed, and washing dishes are activities typically done at home; (b) participating in small group instruction and using a locker would be done in school; (c) using a vending machine, crossing an intersection, and making a purchase would be used in community settings; and (d) interacting appropriately with co-workers, and using a time-clock/sign-in would be used at work. Environment-Specific activities have been generated through an analysis of the environments learners typically use and those they are likely to use in the future (Brown, et al, 1979). Environment-Specific areas include Home, School, Community, and Vocational.

Sensory Learning Skills refer to visual, auditory, tactile, and olfactory/gustatory skills that are necessary components of Cross-Environmental or Environment-Specific activities. These skill areas have been included in C.O.A.C.H. to enhance its usefulness with students who have the most profound disabilities, including those with dual sensory impairments. Inclusion of these skills (e.g., orienting, tracking, searching, imitating) poses the same potential problems as the inclusion of motor and cognitive areas. **Consumers are cautioned that while Sensory Learning Skills may be priorities for certain students across many functional applications, none of these skills adequately stands alone as a learning outcome; they must be applied to functional activities** (e.g., visually discriminates between objects when making choices or tactually searches a table top to find and use a toy).

For Whom Should COACH be Used?

C.O.A.C.H. is designed for use with learners ages 3 through 21 who are identified as having moderate, severe, or profound handicapping conditions. Components or process steps may be appropriate for use with less handicapped students. C.O.A.C.H. does not attempt to duplicate general education curricular areas that would be appropriate for students with mild handicaps.

How Long Does it Take to Administer COACH?

Since C.O.A.C.H. is a flexible tool, administration time varies widely. Results of field-testing have indicated that Part 1 (General Assessment /Planning), which culminates in the selection of priorities, **can be administered in approximately one hour**. The time required to use Parts 2 and 3 (Refined Assessment/Planning and Ongoing Assessment/Planning) is highly variable due to the numerous factors involved in writing annual goals, short-term objectives, schedules, lesson plans, etc.

Who Should Administer COACH?

C.O.A.C.H. typically is administered by any of several professionals (e.g., special or regular education teachers, psychologists, occupational therapists, communication specialists, physical therapists). The planning team should reach consensus regarding who will assume administration responsibilities as part of the overall assessment process. Debate exists about whether it is better for C.O.A.C.H. to be administered by a person familiar with the student and family (to enhance individualization of the tool) or by a neutral party who is naive to the dynamics of the situation and therefore can minimize bias during question-asking. Those familiar with the family and student must guard against asking questions to elicit parent responses that reflect professional opinions. *Teams are encouraged to only enter into the C.O.A.C.H. process if group members are willing to accept and use the priorities generated by the family. After identifying family priorities for inclusion on the IEP, not accepting those priorities or failure to follow through (e.g., not including negotiated priorities as goals on the IEP or adding a series of your own goals to those of family) will likely harm rather than facilitate parent-professional interactions. Parts 2 and 3 address professional input.*

Who Needs to be Present During the Administration of COACH?

In addition to the individual designated to administer C.O.A.C.H., *during Part 1, the parents of the learner are the only other required participants*. The learner should be included whenever appropriate. Additional team members, peers, siblings, and others may be invited on a negotiated basis with the parents. These additional people are not required to attend because the purpose of Part 1 is to identify the family's priorities. C.O.A.C.H. includes a documentation mechanism to share results with team members not in attendance during administration. *Users of C.O.A.C.H. are cautioned that the presence of too many people at the C.O.A.C.H. (Part 1) meeting can interfere with desired parent participation, therefore individual judgment should be used.* Parts 2 and 3 require individually negotiated team members to be present. Consensus should be reached among all team members, including the family, regarding the outcomes of C.O.A.C.H.

Where and When Should COACH be Administered?

The place and time that Part 1 of C.O.A.C.H. is administered should be individually negotiated with the family to maximize their opportunity for participation. Therefore, C.O.A.C.H. can be administered at any convenient time and at any mutually agreed upon location. The family home or the school are the two most common locations.

When During the School Year Should COACH be Administered?

Regardless of when during the school year C.O.A.C.H. is administered, it should be considered as one part of a more comprehensive assessment plan. C.O.A.C.H. has been successfully used during the intake process for new students regardless of time of year. For those students already in the school system, several schools have found it beneficial to complete Parts 1.1 - 1.7 and Part 2.1 - 2.3 in the late spring in preparation for the coming school year. Parts 2.4 and Part 3 are then completed at the beginning of the new school year. This allows certain aspects of more refined planning to take place at the times and in the settings where learning will occur.

ASSUMPTIONS UPON WHICH C.O.A.C.H. IS BASED

C.O.A.C.H. is predicated upon family members and professionals working together as a team. While teamwork requires some face-to-face interactions, it may also include a distribution of labor agreed to by the team. As a series of tasks that may be divided among various team members, the usefulness and appropriateness of C.O.A.C.H. depends upon team members committing to strive toward the tenets of teamwork. A recent review of the literature (Giangreco, 1989, Chapter 2), indicates that effective teams have certain basic characteristics.

Effective teams:

- ❒ have two or more members who possess various skills that may serve different functions, therefore allowing the body of theory and skills to be enlarged;
- ❒ develop a common framework and purposefully pursue a unified set of goals;
- ❒ engage in problem-solving and collaborative activities to reach shared goals;
- ❒ share and allocate resources to help the learner attain his/her goals;
- ❒ have participatory interactions designed to compliment each other and improve effectiveness;
- ❒ serve a collective evaluation function for each other through feedback loops;
- ❒ judge success or failure by group performance relative to the unified set of goals, rather than by individual member's performance.

The five assumptions upon which C.O.A.C.H. is based rely upon these tenets of teamwork.

#1
Families Should Have Opportunities to Participate in Educational Planning

Due to the historic trend of high staff turnover in special education services and the need for more cohesive programming throughout the school years, one emphasis of the C.O.A.C.H. model is to assist families in becoming better consumers of education and related services as well as partners in the educational process. This emphasis on consumerism and partnership is based on six major beliefs:

- ❒ Families know certain aspects of their children better than anyone else.
- ❒ Families have the greatest vested interest in seeing their children learn.
- ❒ Families are likely to include the only adults involved with their children's educational/therapeutic program throughout the entire school career.
- ❒ Families have access to information about their children in home and community settings to which others have no access.
- ❒ Families have the ability to positively influence the quality of educational services provided in their community.
- ❒ Families must live with the outcomes of decisions made by educational/therapeutic teams 24 hours a day, 365 days a year.

#2
Defining the Focus and Breadth of the Educational Program for a Student Should be a Shared Responsibility Between Families and Service Providers

The educational program for any particular student with special educational needs can be categorized broadly by three major components: (a) IEP goals and objectives, (b) the breadth of curriculum, and (c) student accommodations or instructional management needs. The C.O.A.C.H. model is predicated upon consensus being reached among team members regarding all three components, although particular team members may have more primary responsibilities for the initial development of a particular component. Families are uniquely qualified to select priority learning outcomes. The experiences and training of educators enable them to suggest the breadth of the curriculum; related service personnel have skills that enable them to identify management needs related to instruction. These components refer to *what* the educational program consists of, not how it will be delivered. See Figure 3.

IEP Goals and Objectives typically are documented as a small set of learner performance statements that reflect the highest priorities for a student. Limiting goals and objectives to a small set of top priorities is based on the belief that IEP goals should present *individualized priorities* for a student that a team can commit to teach intensively during the school year. IEPs that attempt to document every detail of the educational program by including "35 goals and 140 objectives" spend more time consuming space in file cabinets than they do enhancing the education of a student. Typically it is unrealistic for a team to intensively address such a quantity of goals with a sufficient level of quality. *Given that C.O.A.C.H. approaches goal selection in this manner, it assumes that the parents and child are the appropriate persons to select priorities and therefore should be extended the invitation to define the focus of the educational program.*

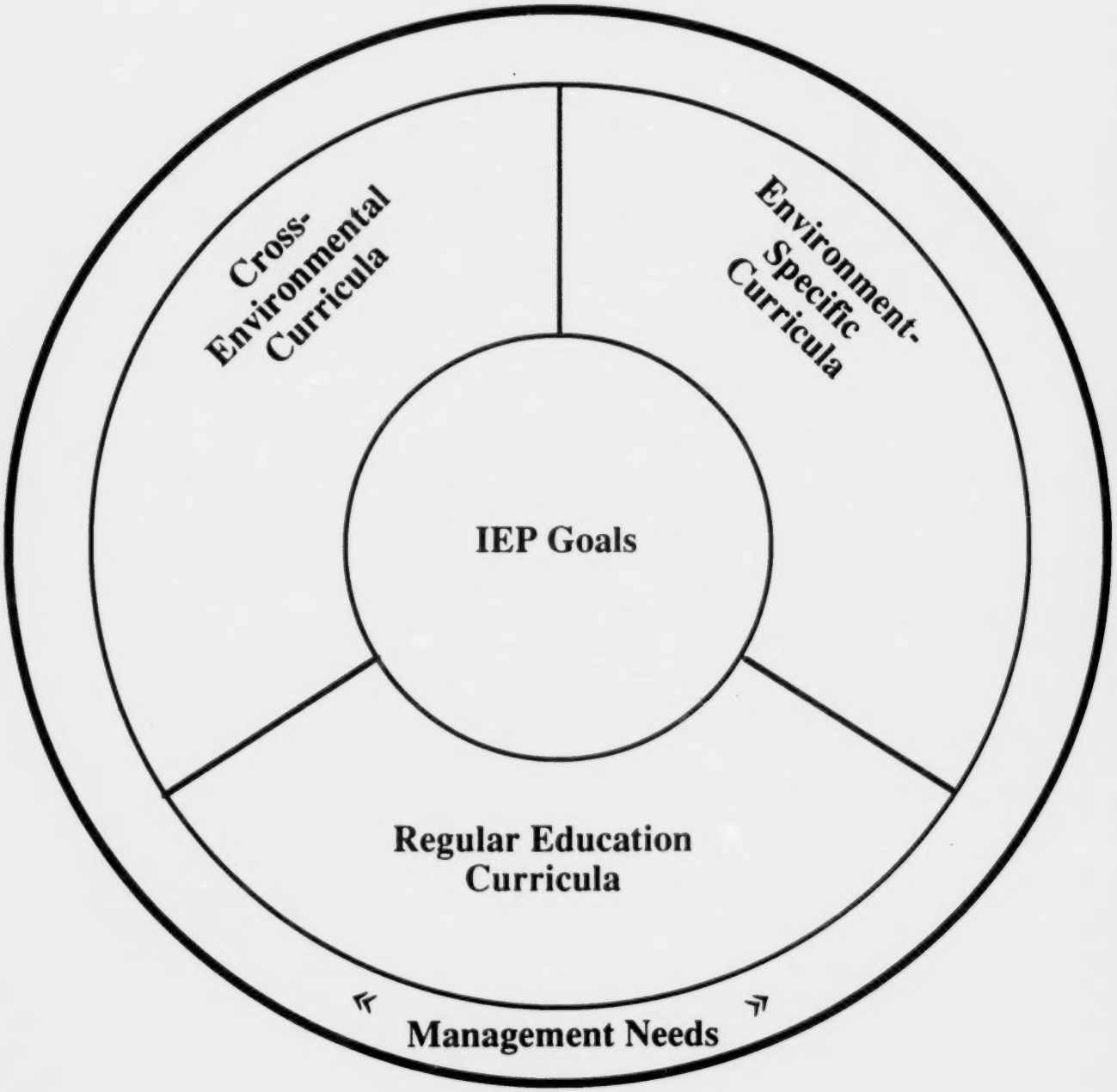
A potential danger of selecting a limited number of priorities for a learner is that it may result in a narrowly defined instructional program, inconsistent with the aim of preparing individuals for maximal participation in a variety of integrated environments. Therefore, it is suggested that the priorities selected for inclusion in the annual plan be viewed as a subset of the highest learner priorities within the framework of a broad educational program (e.g., art, music, physical education, math, social studies, science, language arts).

Breadth of Curriculum refers to other relevant curricular content appropriately included in the student's educational program that extend beyond the top priorities. In most cases, this breadth includes some combination of regular education, cross-environmental, and environment-specific curriculum. Typically, learning outcomes that are part of the Breadth of Curriculum are also documented, but in different ways than an IEP format. For example, parents of a child with Down Syndrome may identify a variety of socialization, communication, personal management, and community activities as priorities for their son. The Breadth of Curriculum for the student may also include other relevant curricular content such as reading, language arts, music, physical education, etc. In reading, learning outcomes and progress may be documented using the scope, sequence, and/or measurement procedures of the reading program used to instruct the student. *It is suggested that school personnel are in a good position to initiate the Breadth of Curriculum for students designed to provide a broad school experience. This initial responsibility of the school personnel needs to be verified and agreed to by all team members, including the family.*

FIGURE 3

EDUCATIONAL PROGRAM COMPONENTS

(IEP Goals Represent Priorities; Curricular Areas Represent Breadth; Management Needs Are Done *to or for* the Student)



NOTE: IEP goals and all curricular areas refer to learning outcomes that require change in learner behavior; management needs are supports done to or for the student to allow access to learning opportunities.

NOTE: It is important to realize that *Breadth of Curriculum refers only to learning outcomes appropriate for the learner and should not be confused with activities or classes attended by the student.* For example, a high school student with profound retardation is unlikely to have learning outcomes in *Biology*, yet the student may appropriately pursue learning outcomes from other curricular areas (e.g., socialization, communication) in the *Biology* class. In this case while *Biology* appropriately may be part of this student's daily schedule, it is not part of his Breadth of Curriculum. (See Parts 2 and 3 for additional information)

Management Needs Related to Instruction refer to aspects of the educational program that are **done to or for the student**. Learning outcomes represented as goals, objectives, or breadth of curriculum require active student response, participation, and ultimately change in learner behavior. Conversely, accommodations or management needs do not necessarily require active student response or any learner change. At times, management needs must be attended to in order to allow the student adequate access to learning opportunities or to allow pursuit of learning outcomes. The number and types of accommodations are varied (e.g., providing a student with postural drainage and/or suction prior to eating, teaching classmates how to use an augmentative communication system, providing passive stretching to avoid physical regression, administering medication, changing positions to avoid skin breakdown and enhance comfort). Instructional management needs may be carried out by teachers, related service personnel, or other designated school staff. Some management needs can be addressed within instructional contexts, while others need to be carried out in private.

#3
In Order for Teams to Appropriately Serve Students with Special Educational Needs They Must Agree to Pursue a Single Set of Learning Outcomes that are "Discipline-Free"

One of the most foundational tenets of teamwork is that *team members develop a common framework and purposefully pursue a unified set of goals*. C.O.A.C.H. extends that concept by suggesting that the selection of learning outcomes should be "discipline-free." This means that the selection of priorities and other learning outcomes should *not* be driven or owned by professionals from various disciplines (e.g., orientation & mobility, physical therapy, occupational therapy, speech/language pathology), but rather should be owned by the student and determined based on their relevance to the student and the family. This emphasis on agreeing to a discipline-free, unified set of goals is based on two major assumptions: (a) when professionals agree to pursue their own goals (e.g., a set for each discipline), the likelihood increases that the student's program will be disjointed, less relevant, have gaps or overlaps in service, or will be contradictory; and (b) when families and professionals work together to select and implement a unified set of discipline-free goals, it increases the likelihood that the student's program will be more cohesive, relevant, and that services will be deployed in a manner that will assist the student in attaining his/her goals. Parts 1 and 2 of C.O.A.C.H. result in the selection and development of "discipline-free" IEP goals as the focus of the student's educational program and identification of other relevant learning outcomes representing the breadth of curriculum.

Related service personnel often ask where the "therapy goals" are in this model. C.O.A.C.H. suggests that related services should be provided to assist the student in achieving a unified educational program that is discipline-free. Once a student's general and individualized educational

program has been delineated, then it becomes appropriate to ask, "In what ways is a related service professional's input required to assist the student in attaining his or her learning outcomes?" C.O.A.C.H. can provide information that assists related service providers in being optimally effective, (e.g., what are the goals and objectives, what other curricular areas will the student learn, where will instruction take place). Knowing such information can assist team members in determining: (a) if the related service is needed, (b) what type of service delivery mode (e. g., direct, indirect) is most appropriate, (c) what specialized techniques or methods are appropriate and socially valid, or (d) how is the potential delivery of a related service interdependent with other educational and related services. For more in depth discussion regarding integrated delivery of related services, refer to Giangreco (1986a, 1986b, 1989, 1990); Giangreco, York, & Rainforth (1989); Orelove & Sobsey (1987); Rainforth & York (1987); York, Rainforth & Giangreco (1990).

#4
Soliciting Family Input Can be Facilitated and Enhanced by Using Problem Solving Methods

Developing a relevant educational program for a student with disabilities can be a challenge or, in one sense, a problem to be solved. Professionals with good intentions often seek input from families, but fail to provide them with any methods to help them make important decisions. Use of open-ended questions, such as "What would you like to see on Jimmy's IEP this year ?" or "What are your priorities for Sara?" often results in parents deferring to professionals or making selections that do not necessarily represent their top priorities. This may occur because families are faced with trying to prioritize hundreds of possibilities without any strategies to help them organize the vast array of possibilities. While the use of any method will not guarantee positive results, it should improve the odds.

One unique aspect of the C.O.A.C.H. model is its use of the **Osborn-Parnes Creative Problem Solving Process** (Osborn, 1953; Parnes, 1981, 1988). Infusion of this process into the framework of C.O.A.C.H. is designed to assist families in solving the problem of selecting the most important learning outcomes to be included on their children's IEP. Once a person or group has identified a particular problem, the **Osborn-Parnes Creative Problem Solving Process** includes five basic steps: (a) Fact-Finding (gathering information), (b) Problem-Finding (clarifying the problem), (c) Idea-Finding (brainstorming a large quantity of ideas in an atmosphere of deferred judgement), (d) Solution-Finding (selecting the best ideas based on criteria), and (e) Acceptance-Finding (making a plan of what to do next). An overarching characteristic of the process is the alternating use of divergent and convergent phases. The divergent aspects encourage the problem solver to explore information and ideas broadly by extending in different directions from a common point. Convergent aspects encourage analysis of the divergent data to make intermediate decisions or select solutions. These steps are then followed by taking the planned action and moving on to new challenges. While C.O.A.C.H. does not employ a classic application of this problem-solving process, it retains many of its key features. Given that the tool assumes identification of a specific problem (the need to identify top learning priorities), the following section describes how the features of the **Osborn-Parnes Creative Problem Solving Process** are embedded in C.O.A.C.H.:

- *Fact-Finding:* Fact-Finding is conducted in primarily two parts of C.O.A.C.H. In Part 1.1 parents are asked a series of questions to gather information regarding "Quality of Life" issues. This information includes facts, perceptions, and hopes; it is meant to provide a context for the rest of C.O.A.C.H. In Parts 1.3 through 1.5, lists of activities representing a wide array of curricular content are used, in part, to document the student's level of functioning.

- *Problem-Finding:* The Problem-Finding step is predetermined by the tool. C.O.A.C.H. is designed to address the problems, "In what ways might we determine family-focused priority learning outcomes for the student?" (Part 1); "In what ways might we translate priorities and other learning needs into a relevant educational plan?" (Part 2); and "In what ways might we determine how a student's special educational needs can be appropriately met in general education settings and routines?" (Part 3).

- *Idea-Finding:* The initial lists of activities included in C.O.A.C.H. were generated using a combination of environmental analysis (Brown, Branston, Hamre-Nietupski, Pumpian, Certo, & Gruenewald, 1979) and creative problem solving (Firestien & Treffinger, 1983; Osborn, 1953; Parnes, 1981; 1988). The lists generated from that initial development and subsequent field-testing are retained in the tool to avoid "reinventing the wheel" and to assist in remembering the many important possibilities. Since the listings are limited to the most common activities and skills required for enhanced participation, blank spaces are available in each section to provide opportunities to include activities that may be uniquely applicable to an individual student or family. Throughout Parts 1.3 - 1.5 (Activity Lists) participants are directed to *defer judgment* on whether the activities are priorities.

- *Solution-Finding:* Parts 1.6 and 1.7 (Prioritization and Cross-Prioritization) represent Solution-Finding. In these parts the potential ideas are analyzed based on criteria and selected based on their perceived importance. While both short and long methods offered in C.O.A.C.H. have their roots in the Creative Problem Solving Process, the "Long Ranking Method" (Appendix B) is a more classic example of Solution-Finding.

- *Acceptance-Finding:* Once "good ideas" are selected, Part 1.7 culminates by determining what will be done about the selected priorities. In C.O.A.C.H. parents are asked to negotiate with the team to document whether the priority will be: (a) restated as a goal on the IEP; (b) included as part of the breadth of curriculum; or (c) primarily a home program or responsibility. An additional step includes reviewing the C.O.A.C.H. results with other team members and follow-up confirmation with the family.

- *Alternating Between Divergent and Convergent Steps:* C.O.A.C.H. actively alternates between divergent and convergent steps. Part 1.1 begins with divergent fact-finding and context setting. Part 1.2 begins divergently by presenting a wide array of curricular possibilities to consider and then includes a convergent step of selecting those areas to be assessed. In Parts 1.3 through 1.5 participants are encouraged to divergently consider listed activities as well as add additional unique activities and also to be convergent by making a decision about which activities *Need Work*. During prioritization participants divergently

consider all those possibilities that *Need Work* in an atmosphere of deferred judgment and then become convergent by analyzing and selecting priorities within each assessed curricular area. Cross-Prioritization divergently considers top priorities from each assessed curricular area and then convergently seeks to select the top priorities overall. Each of the aforementioned steps assists in reducing the number of possibilities to consider while focusing in on the priorities for the learner. Each Part of C.O.A.C.H. moves from divergent to convergent as depicted by the triangles in Figure 1. Part 1 starts divergently by considering many possibilities and ends with the selection of the top priorities for inclusion on the IEP. Once those priorities are determined, Part 2 looks at the program divergently in a different way and each priority divergently before converging with development of objectives and the selection of additional learning outcomes. In Part 3, divergent possibilities are explored for meeting the student's educational needs in integrated settings and then convergence occurs when an actual schedule is developed and lesson plans are outlined.

- *Multiple Opportunities and Various Perspectives:* One of the ways the C.O.A.C.H. process assists families in making their decisions about priorities is by providing opportunities for parents to consider the large number of possibilities in smaller sets, multiple times, from various perspectives, and in different sets of items. In the traditional approach to gaining parent input, "What would you like to see on Jimmy's IEP this year?", parents have a single chance to respond. When using C.O.A.C.H., by the time an activity has been selected for inclusion on the IEP, it has been considered by the parents on multiple occasions and within varying sets. For example, the parents consider a specific activity the first time when it is presented and fact-finding occurs regarding the child's level of functioning. The activity is considered a second time in a different way when the parent is asked whether the activity *Needs Work*. A third opportunity occurs when the activity is considered as a potential priority to be analyzed. A fourth opportunity occurs when the item is analyzed and ranked within its own curricular area. It is considered for a fifth time during Cross-Prioritization and a sixth time when the team negotiates whether the activity will be on the IEP. Finally the parent considers the activity when asked to review the outcome to verify whether it accurately represents priorities for the child. These multiple opportunities and perspectives built into the C.O.A.C.H. tool increase the likelihood that parents will select those activities that are truly priorities for their children.

#5
Service Providers Can Improve the Effectiveness of their Work on Behalf of Students and Families if they Use Models of Assessment that Match their Planning Purposes and which Use Time More Efficiently through "Levels of Assessment"

The three *Levels of Assessment and Planning* referred to in C.O.A.C.H., *General, Refined,* and *Ongoing* are designed to use time more efficiently (see Figure 1). In talking with, observing, and being teachers, we realize that lack of time is always a concern to school staff. Often criterion-

or norm-referenced assessment tools used in special education offer no guidelines as how the information they generate can be used to assist with planning educational programs. These same assessment tools lead consumers through detailed assessment on a huge number of items that may or may not be important for the learner. Some of the comprehensive assessment tools may take days or weeks to complete for each student, and the applicability of the results may still be in question. Each level of assessment and planning included in C.O.A.C.H. is dependent upon the level which precedes it; by using this type of approach, teams can increase the probability that time will be well spent on relevant instructional assessment and planning.

General Assessment and Planning is based on the notion that educational teams need to use their limited time wisely. Engaging in refined or detailed assessment on all potential activities, skills, or subskills is time consuming and unnecessary since many items that might be addressed are not considered to be immediate priorities or part of the educational program given the age of the learner. General Assessment and Planning begins to set a context by exploring *Quality of Life* issues with the family. This is followed by individually determining which curricular areas should be assessed. The C.O.A.C.H. model does not assume that all curricular areas need to be assessed for all students. Field-testing indicates that only a small percentage of students are recommended for assessment within all the curricular areas included in C.O.A.C.H. Next, the student's present level of performance is determined based on inventories of activities in each of the curricular areas (see Figure 1) and decisions are made for each item indicating whether the student *Needs Work*. Once it is determined which items *Need Work*, C.O.A.C.H. continues through a process to select priorities and negotiate which priorities will be documented on the IEP. Therefore, to enhance useability, C.O.A.C.H. purposefully includes noncomprehensive inventories representing the most common activities written as large clusters of behavior. If an item is eventually selected as a priority it will undergo more Refined and Ongoing Assessment and Planning.

Refined Assessment and Planning is designed, in part, to clarify the breadth of curriculum and management needs that comprise the educational program as well as to assist in restating the selected priorities as annual goals and short-term objectives. The development of short-term objectives is based, in part, on the Project SPAN Model (Brown, Evans, Weed, & Owen, 1987). This model looks beyond the traditional *Core* skills required to engage in an activity by identifying *Extension and Enrichment* skills. Extension skills examine the learner's ability to initiate, prepare, monitor quality of, monitor tempo of, problem-solve, and terminate the activity. Enrichment skills explore the learner's ability to communicate, engage in appropriate social behavior, and indicate choices and preferences regarding the activity.

Ongoing Assessment and Planning is designed to assist with developing instructional schedules and lesson plans that maximize involvement in *general class* activities. This level of planning is predicated upon team members being familiar with relevant student characteristics, the student's individual educational program, as well as regular education curriculum and routines. Scheduling is addressed by using a matrix that compares the general class schedule with: (a) individual student goals, (b) the student's breadth of curriculum, and (c) his/her management needs related to instruction, participation, and inclusion. The intersecting spaces on the matrix can be used to indicate the type of involvement the learner may potentially have during each general class activity (see page 38 for additional information). After the possibilities are explored divergently, convergence occurs when an actual schedule is developed. The final section of Part 3 discusses guidelines for instructional planning and adaptation at the most specific level, the daily lesson.

The information included in Part 3 is based upon, as well as biased in favor of, educating students in general class settings. This perspective, in part, is based on P. L. 94-142 (1975)

which states , *"The term 'special education' means specially designed instruction .... "* The law also requires each State to establish procedural safeguards, *"... to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from regular education environments occurs only when the nature of severity of the handicaps is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily ..."* (P. L. 94-142, 1975, Sec. 612, 5).

We interpret this to mean that *special education is a service, not a placement*, and that schools have an obligation to attempt to teach students in general education classes with supplemental supports and services before considering more restrictive options. In the past, and still in many places today, students are removed from general education environments when they function at a level that is deemed significantly different than the norm for their age. Interestingly, the law does not say that a student should be removed from a general education class if he or she is not doing a similar level of work as other students of the same age. This interpretation was recently supported by a Fifth Circuit Court decision regarding a placement dispute in El Paso, Texas (Daniel R. R. v. State Board of Education (1989). In part this court decision stated, *"Given the tolerance embodied in the EHA, we cannot predicate access to regular education on a child's ability to perform on par with nonhandicapped children. If the child's individual needs make mainstreaming appropriate, we cannot deny the child's access to regular education simply because his educational achievement lags behind that of his classmates."*

Therefore, the obligation of the school is to provide an appropriate education in the least restrictive environment. Increasingly, there have been demonstrations in North America that students who function at significantly lower academic and functional levels than their age-peers can receive appropriate educational services in general class environments (e.g., Berres & Knoblock, 1987; Forest, 1987; Giangreco & Meyer, 1988; Giangreco & Putnam, in press; Hamre-Nietupski, Ayers, Nietupski, Savage, Mitchell & Bramman, 1989; Stainback, Stainback, & Forest, 1989; Vandercook, York & Forest, 1989; Williams, Fox, Christie, Thousand, Conn-Powers, Carmichael, Vogelsburg & Hull, 1986).

Part 1.0
General Assessment and Planning
Background & General Directions

Consumers are reminded that C.O.A.C.H. is only a tool. Its process is specifically intended to assist teams in developing relevant educational programs to enable students to participate more fully in a variety of integrated settings. Your team is encouraged to modify C.O.A.C.H. as necessary to be useful under unique circumstances.

Specific directions for completing each part of C.O.A.C.H. are included with the blank forms on pages 46 - 69. The information included here offers additional background information and samples of completed forms.

The samples follow the process for Tommy Smith.
Tommy is an eight year boy functioning in the severe range of mental retardation. He has cerebral palsy (spastic quadriplegia). Tommy communicates primarily through facial expressions and vocalizations like crying and laughing. He gets from place to place by others pushing him in his wheelchair. Tommy has limited use of his upper extremities and needs at least partial assistance with most activities of daily living. He has hearing and visual skills, but it is unclear whether these senses are functioning within the normal range because his responsiveness to sensory input seems inconsistent. Tommy responds to the presence and interactions of people. He likes to eat pizza and spaghetti, but needs to have his food cut up and fed to him. Tommy receives special educational support services from an Integration Specialist, paraprofessionals, OT, PT, and a Communication Specialist in a general Grade 3 class in his neighborhood school.

Getting Started:

FIRST

Arrange a meeting date, time, and place that is mutually agreeable to those involved. Make sure that all team members share an understanding of how C.O.A.C.H. fits in to the team's overall assessment and planning for the student. For example, around the same time that C.O.A.C.H. Part 1 is being administered, related service professionals may be conducting discipline-referenced assessments. In the C.O.A.C.H. model these related service assessments are important for generating information about the student that could be used to design, adapt, or facilitate instruction on priority learning outcomes; *related service assessments would not be used to determine those priority learning outcomes in isolation.*

SECOND

Make sure you are familiar with C.O.A.C.H. before attempting to administer it.

THIRD

Fill out the list of team members prior to the meeting to save time. Verify the list at the meeting and note who is present (see sample on page 16; blank form available on page 46).

FOURTH

Familiarize the team with the *Introductory Information to Share with C.O.A.C.H. Participants* (see sample on page 17; also available on page 47).

SAMPLE

C. O. A. C. H.

Cayuga-Onondaga Assessment for Children with Handicaps
Version 6.0 (1990)

Michael F. Giangreco, Chigee J. Cloninger & Virginia S. Iverson

Learner Name Tommy Smith **Date of Birth** 1-6-82

Date of C.O.A.C.H. Administration April 4, 1990

Educational Placement(s) Grade 3 class at Main Street Elementary School with special education supports

PURPOSE & DIRECTIONS: On the following lines write the names of all team members and their relationship to the learner in the spaces provided. The right column is used to indicate the date that the results of C.O.A.C.H. are shared and reviewed with all team members. It is neither desirable nor necessary for all team members to participate in the administration of C.O.A.C.H.. Therefore the "Date Reviewed" will be different from the "Date of C.O.A.C.H. Administration" for team members who were not present. This review provides a simple method for documenting the exchange of important educational information to all team members.

Name of Team Member	Relationship to Learner	Date Reviewed
Mary Smith	Mother	4-4-90
Daniel Smith	Father	4-5-90
Pat Brown	Grade 3 Teacher	4-5-90
Lee Jones	Special Educ. Support Teacher	4-4-90
Lisa Black	Speech/Language Pathologist	4-10-90
Debbie White	Occupational Therapist	4-4-90
Melanie MacDonald	Physical Therapist	4-10-90
Ken Carpenter	Paraprofessional Aide	4-5-90

INTRODUCTORY INFORMATION TO SHARE WITH C. O. A. C. H. PARTICIPANTS

PURPOSE & DIRECTIONS: The following headings represent categories of information and example statements that could be shared with participants. YOU ARE ENCOURAGED TO INDIVIDUALIZE THE INFORMATION.

SAMPLE

PURPOSE OF THE C.O.A.C.H. SESSION

"The purpose of this meeting is to identify the top learning priorities for [student's name] and to determine which of those priorities you feel should be included on the IEP."

FAMILY INVOLVEMENT

"We have asked you to participate in this meeting because we recognize that you have an important role to play in determining educational priorities for [student's name]."

CONTENT

"The areas we will explore in today's meeting are meant to extend or augment regular education curricula. C. O. A. C. H. includes a variety of functional curriculum areas." (May refer to Figure 2, *Curricular Components of the C. O. A. C. H. Model*, p. 3)

EXPLAINING WHAT IS GOING TO HAPPEN

TIME

"Today's meeting will take approximately one hour." (To Complete Part 1.1 - 1.7)

RATE

"During that hour I will be asking you a variety of questions. Since there are so many areas to consider, I want you to be aware that I will be asking questions rather quickly and will need relatively short answers from you."

PARENT OPPORTUNITIES TO DISCUSS PRIORITIES IN DEPTH

"Since some of the questions I ask you will be more important than others, I will ask you to go through each area rather quickly so that we can focus on what you think is important; once we know what you think is important, then we can plan to spend more time discussing those areas in greater detail." (May refer to Figure 1, *Levels of Assessment and Planning*, p. 2)

OUTCOMES

"By the end of today's meeting you will have selected what you believe are the top priorities for [student's name]. Together we will negotiate which of these priorities should be included on the IEP."

RELATIONSHIP OF PRIORITIES TO THE REST OF THE SCHOOL PROGRAM

"While focusing in on [student's name] top educational priorities is important, these priorities only represent one part of the educational program. We realize that he/she also needs to have a broad school experience." (May refer to Figure 3, *Educational Program Components*, p. 8)

NEXT STEPS

"After today's meeting is over we need to review your priorities with other team members who were not here today. Once we are all in agreement about priorities, they will be used to develop goals, objectives, and assist in developing the classroom schedule of activities."

Part 1.1
Quality of Life Indicators

Part 1.1 is designed to provide a context for subsequent parts of C.O.A.C.H. Included in this section are five *Quality of Life Indicators* that broadly represent the parameters of a "Good Life" as identified through interviews with parents whose children have physical, cognitive, and sensory disabilities (Giangreco, Cloninger, Mueller, Yuan & Ashworth, 1990). The questions included in Part 1.1 are believed to reflect issues important to many families. When asking these questions, request relatively brief answers. Responses of "I'm not sure" or "I don't know" *are* answers. Since these questions delve into potentially sensitive issues for some families, the person administering C.O.A.C.H. should make sure families know how the information is to be used and respect the privacy of families who prefer not to answer certain questions. A partial sample is available on page 19. Blanks forms are available on pages 48 - 50.

Part 1.2
Selection of Curricular Areas to be Assessed

The range of needs of persons identified as moderately, severely, or profoundly handicapped is so wide that certain curricular areas may be unnecessary to assess for one student, yet crucial for another. For example, it may not be necessary to assess *Sensory Learning Skills* for a student with a moderate level of intellectual handicap and no sensory handicaps. The same *Sensory Learning Skills* may be crucial to assess for a student who is dual sensory impaired.

Curricular areas such as *Applied Academics* often are omitted inappropriately because, at times, the definition of *Applied Academics* has been limited to mean only traditional modes or content. For some students "Writes Self-Identification Information" (item 40, page 57) may be accomplished by using a rubber stamp; "Reads Individual Symbols or Sequences of Symbols" (item 38, page 57) may be reading the steps of a recipe by following a left-to-right sequence of line drawings; or "Uses Clock (including alarm)" (item 46, page 57) may mean that the student changes activities when the alarm on his/her wrist watch sounds. Consumers are encouraged to consider expanded, adapted, or partial participation within curricular areas.

Persons engaging in the C.O.A.C.H. process should spend a few minutes deciding which curriculum areas will be assessed and which will not. This is done by circling **YES** or **NO** next to each curriculum area. *All relevant areas should be assessed if they may include potential priorities.* If an area is not assessed, it does not infer that the area is inappropriate or not applicable for the student, merely that it is unlikely to contain high priorities for the individual. A sample is provided on page 20. A blank form is available on page 51.

PART 1
GENERAL LEVEL OF ASSESSMENT & PLANNING

SAMPLE

PART 1.1
QUALITY OF LIFE INDICATORS

PURPOSE & DIRECTIONS: Part 1.1 is designed to *provide a context* for subsequent parts of C.O.A.C.H. Included in this section are five *Quality of Life Indicators* believed to represent the parameters of a "Good Life" as identified through interviews with parents whose children have physical, cognitive, and sensory disabilities (Giangreco, Cloninger, Mueller, Yuan & Ashworth, 1990). The following questions are asked based on the assumption that they broadly reflect issues important to many parents. These questions are meant to provide a framework of the person's current status and desired future status, and not to generate in depth discussion. Therefore, spend approximately 10 minutes having the parent(s) briefly answer these questions. You are encouraged to reword the questions as needed to match the individual situation. A summary of the parent(s) responses can be recorded in the spaces provided.

Quality of Life Indicator #1:
Having a Safe, Stable Home

Explanation: *Parents frequently express concerns about their desire for their child to have a safe, comfortable, stable home environment, both now and in the future. The following questions are designed to clarify the child's current status and the parent(s) desire for the child in the future.*

1) Where does [student's name] live currently (e.g., at home with family, foster home, community residence)? Family home with parents and baby sister
(NOTE: Since this information may already be known, the answer may be recorded and restated to the family, e.g., "OK, we know that Tom lives with you and his sister"; then move on to question 2)

2) If everything goes as you hope, do you anticipate that [student's name] will continue to live where she/he is throughout the school years? YES
If not, where would be a desirable place? NA

3) Would you like to talk about where a desirable place would be for [student's name] to live as an adult, or is that too far in the future to discuss at this time? "Too far off"
If yes, where? Maybe in an apartment with some help from a roommate

4) Is there any place you would like to avoid having [student's name] live in the future?
Wants to avoid any institutionalization or any large facilities (e.g., nursing home, group home)

SAMPLE

PART 1.2
SELECTION OF CURRICULAR AREAS TO BE ASSESSED

PURPOSE & DIRECTIONS: Part 1.2 is designed to allow the parent(s) to decide which curricular areas should be assessed. This is done by circling **YES** for those *areas that may include potential priorities* for the student. Circle **NO** if the area need not be assessed. Circling **NO** does not infer the curricular area is inappropriate or not applicable for the student, merely that it is unlikely to contain high priorities for the individual. The facilitator needs to be familiar with the content in each curricular area; information and/or examples are offered under each heading as reminders. Sections marked, NOT FOR PRESCHOOL, may be assessed appropriately for young children in some cases.

1.3 CROSS-ENVIRONMENTAL ACTIVITIES

1.3.1 Socialization — (YES) NO
(e.g., interactions with others, appropriate behavior)

1.3.2 Communication — (YES) NO
(e.g., expressive and receptive abilities)

1.3.3 Personal Management — (YES) NO
(e.g., self-care skills used across settings, mobility)

1.3.4 Leisure/Recreation — (YES) NO
(e.g., engaging in leisure activities alone and with others)

1.3.5 Applied Academics — YES (NO)
(NOT FOR PRESCHOOL; e.g., reading, writing, math)

1.4 ENVIRONMENT-SPECIFIC ACTIVITIES

1.4.1 Home — YES (NO)
(e.g., self-care skills used at home, food preparation, chores)

1.4.2 School — (YES) NO
(e.g., participation in groups, use of school facilities)

1.4.3 Community — YES (NO)
(NOT FOR PRESCHOOL; e.g., purchasing, travel, restaurant use)

1.4.4 Vocational — YES (NO)
(e.g., home, class, school jobs; work site competencies)

1.5 SENSORY LEARNING SKILLS

(Visual, Auditory, Tactile, Olfactory, Gustatory) — (YES) NO
(ONLY FOR USE WITH STUDENTS WHO HAVE SENSORY DEFICITS OR INCONSISTENT RESPONSES TO SENSORY INPUT
(e.g., orienting, searching, imitating)

LINK TO NEXT PART: In the next part of C.O.A.C.H. only assess those areas selected above (those circled YES); leave all other Activity/Skill Lists blank.

Part 1.3 - 1.5
Activity/Skill Lists

In Parts 1.3, 1.4 and 1.5 of C.O.A.C.H., each curricular area has been analyzed into common activities or skills necessary for participation in integrated environments. Blank spaces have been included in each section so that consumers may include unique activities which are relevant for a specific learner. As stated previously, these listings should be viewed as supplemental to the regular education curriculum -- they represent curricular content frequently assumed to be mastered by nonhandicapped students and therefore often omitted from the scope and sequence of regular education curriculum.

The **Activities** in C.O.A.C.H. refer to common clusters of behavior. These activities purposely have been stated in broad terms for a number of reasons:

- ❒ C.O.A.C.H. focuses on functional activities of daily living.
- ❒ Refined analysis of each activity at this point in the instructional process represents an inefficient use of assessment and instructional time.
- ❒ A focus on refined subskills tends to detract from focusing on the necessary clusters of behavior that constitute functional activities. This should especially be considered when assessing the Sensory Learning Skills.
- ❒ Due to the numerous potential variations within each activity, it would be nearly impossible, and of questionable value, to attempt to include every possibility. Stating the activities in broad terms allows each team to individually tailor the definition of the activity to the learner's specific circumstances.

  NOTE: The *Sensory Learning* listing includes smaller pieces of behavior (skills) that should be considered components of *Activities*. See specific directions and samples on pages 22 and 23. Blank forms are available on pages 52 - 62.

Parts 1.6 & 1.7
Prioritization and Cross-Prioritization Grids

Once the team has determined which activities *Need Work*, some important decisions need to be made. Typically it is not possible for a team of people to adequately address all of the potential needs of a student in a single annual plan. Therefore, a subset of priorities may be selected for inclusion in the annual plan. Determining which priorities to select should be family-focused. To assist in this process, C.O.A.C.H. prioritizes activities that *Need Work* by using a set of criteria which represent the philosophical tenets of current exemplary practices in the field (Fox et al, 1987; Meyer, Eichinger, & Park-Lee, 1987; Meyer, Peck & Brown, in press).

Two different methods of prioritizing are offered for different circumstances. ***The Short Ranking Method*** (pp. 63 - 65) *is recommended for use in most cases*. This method is relatively quick and has yielded positive results during field-testing. A **Long Ranking Method** is available to assist in more complex problem-solving. For example, when the parents of a child disagree regarding the rank order of priorities, the **Long Ranking Method** may provide a format to assist them with decision-making. Field-testing has indicated that the **Long Ranking Method** only needs to be used on rare occasions. Therefore, the directions and form are included as an Appendix on page 77. Samples of the Short Ranking method are provided on page 24.

SAMPLE

PARTS 1.3 - 1.5 ACTIVITY/SKILL LISTS

PURPOSE & DIRECTIONS: The Activity/Skill Lists included in these Parts are designed to gather information about the student's current level of performance and to determine which listed activities or skills *Need Work.. Only score those Activity/Skill Lists representing curricular areas that were selected for assessment in Part 1.2*. This is accomplished in an interview format with the family using the following steps:

1) Only inquire about listed activities or skills appropriate to the student's chronological age. In the column labeled **LEVEL** you will find some combination of the letters **P, E, M, and S**. **P** = Preschool; **E** = Elementary; **M** = Middle School, and **S** = Secondary. If an activity is coded with all four letters it means that it is potentially appropriate for all age groups. If, for example, and item was coded **EMS** it would be asked of all students except Preschoolers.
2) **Remind** the family that this section will be presented rather quickly and that brief answers are requested. Explain that you will be assigning a score to each item based on the scoring key. Remind the team that these scores will not be totaled and are meant only to provide a general indication of functioning level. DO NOT SPEND TOO LONG ON ANY SINGLE ITEM.
3) **Individualize** the presentation and wording of each item to match the situation, then listen to the response and verify what the parent said by restating it to the participants.
4) **Score** the item using the 1 through 4 Scoring Key located at the bottom of each Activity/Skill List.
5) As each item is scored inquire whether it **Needs Work** and indicate by circling N (No) or Y (Yes). While a low score may be a partial indication that an item Needs Work, low scores can be marked as N or Y. For example, a student with no functional limb use may get a score of 2 (minimal skill/Not resistant) for the item "Eats with Utensils", but because the parents believe that this person will likely require eating assistance indefinitely, they indicate that the item does not Need Work. Conversely, a high score can also be marked as N or Y. For example, a student may have many pedestrian skills but still Need Work.
6) Write any pertinent **Comments** in the spaces provided adjacent to specific items or in the box at the bottom of the page.
7) Repeat the process of asking, listening, verifying, scoring, indicating whether it Needs Work, and commenting for each item before proceeding to the next item.
8) Once all prelisted activities/skills are assessed, ask if any of the participants wish to add items they believe are uniquely relevant for the student.

NOTE: *When presenting items, remind and encourage the participants to think about the activity or skill in a broad sense by considering various aspects of the activity such as increasing tolerance to the activity, developing core skills, use of alternative/augmenative modes, preparation, tempo, rate, self-monitoring, termination of the activity, safety, social/communicative aspects of the activity, generalization across people, settings, cues, or materials, initiation, quality, duration, expansion of repertoire, problem-solving, assisting others, or retention over time.*

SAMPLE

COMMUNICATION 1.3.2

The following communicative functions may be exhibited or received through any combination of modes such as verbal, vocal, pointing, gestural, signing, eye gaze, computer-assisted, etc.

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
11	P E MS	Indicates Continuation or Expresses More (e.g., makes sound or movement when desired interaction stops to indicate he/she would like eating, playing, etc. to continue)	3	N (Y)	uses eye contact, but sporadic
12	P E MS	Makes Choices when Presented with Options	2-3	N (Y)	
13	P E MS	Makes Requests (e.g., for objects, food, interactions, activities, assistance)	2	N (Y)	
14	P E MS	Summons Others (e.g., has an acceptable way to call others to him/her)	2	N (Y)	
15	P E MS	Expresses Rejection / Refusal (e.g., indicates when he/she wants something to stop or does not want something to begin)	4	(N) Y	No problem
16	P E MS	Greets Others	3	N (Y)	
17	P E MS	Follows Instructions (e.g., simple, one-step or multi-step directions)	2	N (Y)	
18	P E MS	Describes Events, Objects, Interactions, etc. (e.g., uses vocabulary, nouns, verbs, adjectives)	2	N (Y)	
19	P E MS	Responds to Questions (e.g., if asked a question he/she will attempt to answer)	2	N (Y)	
20	P E MS	Asks Questions of Others	2	N (Y)	
				N Y	
				N Y	
				N Y	

Additional Comments: Tommy has no consistent mode of communication that is easily understood by people other than his family. He communicates mostly through facial expressions, eye movements, and vocalizations (e.g., laughs, cries). He needs a way to express himself in addition to these. Explore switches with OT/PT/SLP. He's motivated to communicate!

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%); 2 = Minimal Skill (1- 25%) / NOT Resistant; 3 = Partial Skill (25 - 80 %); 4 = Has Skill (80 - 100 %)

SAMPLE

PART 1.6
PRIORITIZATION
(Short Ranking Method)

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to focus in further on the top priorities by considering which of the activities that "Need Work" may be priorities. First, the interviewer reads the activities that "Need Work" from one curricular area (e.g., Socialization). At this point any participant in the C.O.A.C.H. meeting may indicate that the stated activity is a potential priority (judgment is deferred at this point). The facilitator records the activity in the space provided. The parent(s) are then asked to consider a variety of criteria (as listed below) and rank order the priorities for the student. The facilitator records the ranks in the designated spaces. This process is repeated separately for each curricular area assessed. A long-ranking form is available if parents are having difficulty ranking. The long-ranking form should be used sparingly.

CRITERIA TO CONSIDER: *Functional (has a direct practical application in daily life), useful in the future, chronologically age-appropriate, provides environmental control, makes it easier to care for the person, relates to health or safety, strength of learner, interest of learner, used frequently, immediate need, increases access to enhanced or expanded opportunities*

Socialization

Rank	Activities
2	Initiates Social Interactions
4	Maintains Socially Acceptable Behavior when alone
1	Accepts Assistance from Others
3	Accepts Unexpected Changes in Routine

Communication

Rank	Activities
3	Indicates Continuation / Expresses "MORE"
1	Makes Choices when Presented with Options
4	Makes Requests
2	Summons Others
5	Greets Others
6	Follows Instructions

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Once teams have prioritized activities within each curricular area the next step is to prioritize activities across curricular areas (Part 1.7). This is done to select the most important activities for the student overall and to negotiate which priorities will be included as goals on the IEP. A sample is provided on page 26. A blank form is available on page 66.

NOTE: *Overall Priorities (Part 1.7) to be restated as annual goals should be those activities that are clearly and strikingly important for the learner, and that will represent a significant component of the student's educational program on a daily or weekly basis. At times, certain activities are important, but they are either: (a) areas that the parents feel they would like to address primarily at home, and/or (b) not be expected to be a major component of the student's educational program. For example, parents may indicate that toothbrushing is a high priority for their child, yet the parents may wish to assume primary responsibility for toothbrushing at home to allow school staff to work on other priorities. Some priorities lend themselves to inclusion in the breadth of curriculum. For example, parents may indicate that a highly ranked priority for their child is "Responding to Emergency Alarm." Parents may indicate that while they expect such content to be part of their child's general educational program, they do not necessarily expect it to be listed as an IEP goal. This again highlights the need for school personnel to develop and identify the breadth of their general educational program.*

Suggestions for Aiding Administration

- ❒ Since C.O.A.C.H. is not standardized and is meant to be used flexibly, it is important to **individualize how you pose questions to parents** based on your own style and that of the parents. The C.O.A.C.H. Activity/Skill Lists can give you a starting point, and may be used verbatim in some cases. At other times you may wish to change the presentation. For example, one item in the Communication area is listed as "Summons Others." One way to present this is to ask, "How does Sarah let you know when she wants you to come over to her?" In some cases, where the level of functioning is obvious, you may wish to present the item in terms of a verifying question (e.g., "Is it fair to say that Bob has no problem eating with utensils?").

- ❒ Using the interview format, once you **ask** about the listed activity, **listen** to the team and family response, **select** the scoring level which you believe reflects what you have heard, **verify** your selection by restating it (the skill level or the score) to the team, and **score** the activity accordingly.

- ❒ You may **approach controlling the materials (the C.O.A.C.H. manual) in different ways**: (a) You can completely control the materials. This may be appropriate if the parent is a nónreader or if the group size is large. (b) You can show the materials to parents every step of the way. Some parents will want to see everything you are writing down. If you detect any concern on the part of the parents regarding what you are writing you should be sure to share the materials. (c) You can selectively control the materials. Field-testing has shown that in most cases having the facilitator/interviewer control the materials works well until you reach prioritization and cross-prioritization. These Parts (1.6 & 1.7) almost always require that the parents view the pages because they must select from an array of many potential priorities.

SAMPLE

PART 1.7
CROSS-PRIORITIZATION

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to determine the top priorities overall and negotiate which priorities will be included on the IEP. First, transfer a maximum of the top 5 priorities from each area assessed to the Cross-Prioritization grid in ranked order (some spaces may be blank). Next, ask the parent(s) to rank a maximum of the top 8 priorities overall. After verifying the ranked priorities, consider whether any priorities may be logically combined and still make sense. Lastly, negotiate which of the ranked priorities will be restated as goals and objectives on the IEP, as well as which priorities, if any, will be part of the "Breadth of Curricula" or primarily "Home" Responsibilities by placing an **X** in one appropriate box.

	#	Socialization	Communication	Personal Management	Leisure/ Recreation	Applied Academics
RANK	1	Accepts Assistance	Makes Choices	Drinks / Eats by Mouth	Individual Active Leisure	NOT ASSESSED
	2	Initiates Interactions	Summons Others	Feeds Self with Fingers	Passive Leisure with Others	
	3	Accepts Unexpected change	Expresses "MORE"	Cares for Face	Active leisure with Others	
	4	Maintains appropriate Behavior	Makes Requests	Gives Self-I.D. Info.		
	5		Greets Others			

	#	Home	School	Community	Vocational	Sensory Learning
RANK	1	NOT ASSESSED	Participates in Large Groups	NOT ASSESSED	NOT ASSESSED	Searches surroundings
	2		Uses Playground			Imitates Functional Skills
	3		Uses Lunchroom			Sustains Attention
	4					
	5					

Home	Breadth of Curricula	Include In IEP	Rank	OVERALL PRIORITIES (Activities)
		X	1	Summons Others
		X	2	Makes Choices when presented with options
	X		3	Accepts Assistance from Others
X			4	Drinks / Eats by Mouth
		X	5	Initiates Interactions with Others
	X		6	Participates in Large Groups
		X	7	Imitates Functional Skills
		X	8	Engages in Leisure Activities with Others (games)

LINK TO NEXT PART: THIS CONCLUDES THE PARENT INTERVIEW PART OF C.O.A.C.H. Review outcomes with other team members and proceed to Parts 2 and 3.

NOTE: *Whatever option you choose, be sure to position yourself next to the parent and avoid giving out multiple copies for people to follow. This tends to discourage participants from focusing on the same items at the same time. By using one copy of C.O.A.C.H. that you either control or share, you are gaining the benefits of "resource interdependence" (Johnson, Johnson, & Holubec, 1986).*

- **Quick pacing is important** to completing the assessment in a reasonable amount of time. Avoid spending a disproportionate amount of time on any single activity or skill. Remember that one of the premises of C.O.A.C.H. is *Levels of Assessment*, so if participants begin discussing, storytelling, etc., politely redirect them by verifying the parent's most recent comment and asking the next question. You might also remind participants that more refined and in-depth assessment and planning will take place after priorities have been selected. While it may take novice users of C.O.A.C.H. slightly longer than one hour to complete Part 1, if it takes more than an hour and a half there is probably a problem with the pacing of the administration.

- **Do not spend a great deal of time discussing minor discrepancies in scoring.** For example, if for a given activity the parent would score the child's performance as a 3 and the therapist would score it as a 4, just use your best judgment for the score. Explain to the participants that at this *General Level of Assessment* the main concern in scoring is to record a gross indication of functioning level and to determine if the activity *Needs Work*. If an activity is selected as a priority it will undergo refined assessment later in the process.

Subsequent Administrations of Parts 1.1 - 1.7

When C.O.A.C.H. is administered for the first time with a student, each section of the tool offers potentially valuable information to assist with decision-making. If C.O.A.C.H. is used annually to develop IEPs, readministering each section of Part 1 with the family may be redundant. While there is no standard protocol for readministration, the following guidelines can assist with individually determining how to best approach readministration with a particular family:

- Involve the family and other team members in deciding which sections of Part 1 need to be: (a) readministered completely, (b) administered in a modified fashion, or (c) merely verified.
- Some teams have arranged a complete C.O.A.C.H. administration to coincide with the three-year evaluation. Complete use of C.O.A.C.H. Part 1 (1.1 -1.7) is recommended at least once every three years and can be done completely on a more frequent basis if desired by the team. Typically, C.O.A.C.H. would not be done more than once per year.
- If you previously used earlier versions of C.O.A.C.H. (1 - 5), you are encouraged to administer *C.O.A.C.H. - 6.0* in its entirety given the substantial changes in this version.
- Much of the information in Part 1.1 (Quality of Life Indicators) may remain unchanged over the course of one year, therefore it could be reviewed/verified with the family. Part 1.2 (Selection of Curricular Areas) may be verified and curricular areas added or deleted. The decision whether to redo or verify Parts 1.3 - 1.5 (Activity/Skill Lists) will depend upon the student's degree of progress. Regardless of whether previous sections are redone or verified, it is advisable to redo Parts 1.6 and 1.7 (Prioritization and Cross-Prioritization). This will allow the family to adjust their priorities. Readministration should vary to match the family situation.

Part 2.0
Refined Assessment and Planning
Background & General Directions

Part 2.1
Restate Selected Priorities as Annual Goals

The activities in C.O.A.C.H. can be useful in developing annual goals and short-term objectives. Since the scope of an annual goal should be such that the learner can attain it within a year, the goal statements will vary depending on the characteristics of the learner. For some learners, the activities listed in C.O.A.C.H. will represent appropriate annual goals, while for others they may be too broad or too narrow.

If the activities are too narrow as annual goals, two or more related activities may be combined into a single annual goal. In this case, C.O.A.C.H. activities may serve as the basis for short-term objectives. If it is expected that the activities from C.O.A.C.H. are too broad for the learner to attain in a year, the goal statement should be modified to reflect that observation and short-term objectives should be developed which describe milestones or progressive steps to achieving the goal.

It is recommended that the annual goal statement reflect a functional activity. If annual goals are altered by shifting the focus from functional activities to subskills, it may detract from focusing on the necessary clusters of behavior which constitutes those functional activities. Therefore, if a priority is selected from the *Sensory Learning Skills* section, the goal should be written to reflect its functional application (see examples on page 29).

IEP developers are encouraged to view IEP annual goals as a limited number of high priorities which represent a subset of a balanced educational program that includes a breadth of curriculum. It is suggested that these priority annual goals include two main components: **context** (e.g., school, home, community, vocational site, settings with nonhandicapped peers, combinations, etc.), and a **learner behavior**.

Context can be important because it directs the users of the IEP to the ultimate environments and situations that the student must function in and encourages planning to be outcome oriented. Secondly, it can provide a documented rationale for inclusion in integrated environments. This can provide justification for transportation and other logistical components of implementing appropriate educational experiences in integrated school and community settings.

Drafting annual goals does not necessarily require all team members to be present simultaneously. Once the priorities identified for inclusion in the IEP (Part 1.7) are verified and agreed to by all team members, the team can negotiate various methods to actually translate the priorities to written goal statements. While this can be completed as a group activity, it is often difficult to arrange meetings with the entire team. As an alternative, a member or members of the team can be designated to draft the goal statements for later refinement and verification by the full team. Such refinement and verification can occur face-to-face, over the phone, or through correspondence.

Example Annual Goals

Cross-Environmental Examples:

- ❒ In regular education classes, cafeteria, recess, and extra-curricular activities, Tommy will initiate social interactions with peers.

- ❒ In a variety of settings (home, school, and community), Molly will request basic wants and needs (e.g., food, drink, play, human interaction).

- ❒ In the school building, Amy will be mobile between her homeroom and other classrooms.

- ❒ In a variety of settings (home, school, and community), Gerry will extend his duration of engaging in cooperative leisure activities.

- ❒ In a variety of settings (home, school, and community), Donald will improve his ability to read in Braille.

Environment-Specific Examples:

- ❒ At home, Jill will select appropriate clothing to wear to school.

- ❒ In regular education classes with nonhandicapped peers, Debbie will increase her tolerance to participation in large group activities.

- ❒ In community restaurants, David will eat meals at a socially appropriate rate.

- ❒ In the break room at her community vocational site, Sue will improve her ability to appropriately terminate social interactions (e.g., conversations, table games).

Sensory Learning Skill Examples:

- ❒ In a variety of settings (home, school, and community), Richard will react to touch from others by orienting toward the person.

- ❒ In physical education class, Mark will maintain auditory attention sufficiently to follow the instructions of a game.

- ❒ In a variety of settings (home, school, and community), Bridget will tactually search her lap tray to locate and choose her next activity.

- ❒ In a variety of settings (home, school, and community), Tommy will imitate functional activities (e.g., play, personal care, greeting, chores) given models presented in a visual/tactual combination.

Part 2.2
Determining the Breadth of Curriculum

As discussed earlier (p.7), **Breadth of Curriculum** refers to relevant curricular content and learning outcomes appropriately included in the student's educational program that extend beyond the top priorities. Since this breadth typically includes a combination of regular education, cross-environmental, and environment-specific curriculum, it is important to document which curricular areas make up the student's educational program as well as the source of the curriculum. Consideration of regular education curriculum is stressed because too often these areas are automatically excluded from programs if the students has intensive special educational needs. *It is important to reiterate that Breadth of Curriculum refers to learning outcomes only, not to location of instruction. It is conceivable for a student to have no regular education curriculum in his/her program, yet receive instruction in regular education environments.* In Part 3 examples will be provided demonstrating how a student's individual educational needs for a particular curricular area may be addressed in a class designed for a different curricular area (e.g., a student might pursue learning outcomes in communication and language arts through science class).

Similar to drafting annual goals, using the **Breadth of Curriculum Worksheet** (sample on page 31) does not require the full team to meet. While it may be desirable to accomplish this step during a team meeting, it can be initiated by a designated team member and then adjusted and/or verified with all team members including the family prior to being finalized. This will depend largely upon the organization of your team and the availability of various members. The **Breadth of Curriculum Worksheet** contains very general information about curricular areas to be included in the student's overall school program. Such documentation can assist in avoiding conflicts based on different expectations of team members. Teams are encouraged to document the source of the curriculum they plan to use. While State or District syllabi and commercial curriculum can be noted, this documentation is not meant to limit users to such sources. Team generated sources may also be appropriate. The main purpose is to document what is being taught (e.g., what reading program, what social skills curriculum, math scope and sequence?). A blank form is on page 67.

Part 2.3
Analyzing Management Needs Related to Instruction

Analysis of Management Needs Related to Instruction (sample on page 32) is designed to identify those supports and accommodations that are *done to or for the student* to allow or encourage learning to take place. By considering each goal and curricular area, gaps in management need recommendations can be minimized. Parents, paraprofessionals, related service staff and educators may all have insights into the variety of management needs required by the student. A blank form is available on page 68.

As depicted in Figure 1 (page 2), at this point in the process the team has the basic components (priority goals, breadth of curriculum, and management needs) required to make appropriate related service delivery decisions. C.O.A.C.H. does not address this issue. For more information refer to Giangreco (1990, in preparation) and (Giangreco, Edelman, Dennis, Cloninger & Fox 1989). Figure 3 provides an example of an overall educational program (p. 33).

SAMPLE

PART 2.2
BREADTH OF CURRICULUM WORKSHEET

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to clarify the breadth of learning outcomes to be addressed for the student through the school program; this breadth extends beyond the top priorities documented on the IEP to include other relevant curricular content. In the spaces provided list all curriculum areas included in the Regular Education Curriculum for nondisabled students of the same chronological age. Circle **YES** or **NO** to indicate whether the student will have *learning outcomes* in the corresponding curriculum areas. Repeat this step for all areas listed below. Lastly, note the source of the curricular content. For example, name a specific curriculum guide, school or State syllabus.

Curriculum Areas	Is Pursuit of Learning Outcomes in this Curricular Area Appropriate ? (Note Grade Level if Different Than Age Peers)		Documentation Source for the Curricula
REGULAR EDUCATION CURRICULA (Grade 3)			
Reading + Language Arts	YES	(NO)	
Math	YES	(NO)	
Science	YES	(NO)	
Social Studies	YES	(NO)	
Physical Education	(YES) adapted	NO	State Syllabus
Music	(YES) adapted	NO	District Syllabus
Art	(YES) adapted	NO	District Syllabus
	YES	NO	
	YES	NO	
	YES	NO	
CROSS-ENVIRONMENTAL CURRICULA			
Socialization	(YES)	NO	Syracuse Curr. Guide
Communication	(YES)	NO	Vermont Communication Curr.
Personal Management	(YES)	NO	C.O.A.C.H -- 6.0
Recreation/Leisure	(YES)	NO	Ho'onanea Leisure Curr.
Applied Academics	YES	(NO)	
ENVIRONMENT-SPECIFIC CURRICULA			
Home	YES	(NO)	
School	(YES)	NO	C.O.A.C.H. -- 6.0
Community	YES	(NO)	
Vocational	(YES)	NO	Class + School Jobs

LINK TO NEXT PART: **In the next part this information will be used, in part, to determine management needs related to instruction.**

SAMPLE

PART 2.3
ANALYSIS OF MANAGEMENT NEEDS RELATED TO INSTRUCTION

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to identify potential management needs related to instruction; these are actions done to or for students (not requiring any change in student behavior) to allow access to educational opportunities or allow pursuit of specified learning outcomes. First, fill in the blank spaces in left column. IEP Goal Priorities can come from Part 1.7 and Breadth of Curricula can come from Part 2.2. Next, ask the listed question regarding each entry and note what management needs require attention (e.g., for access it may be tube feeding, catheterization, repositioning; for pursuit of learning outcomes it might be making an adaptation, transfering information to nonhandicapped peers, or providing consultation to regular education staff). THIS PART REQUIRES INPUT AND CONSIDERATION FROM ALL TEAM MEMBERS, ALTHOUGH NOT NECESSARILY AT THE SAME TIME.

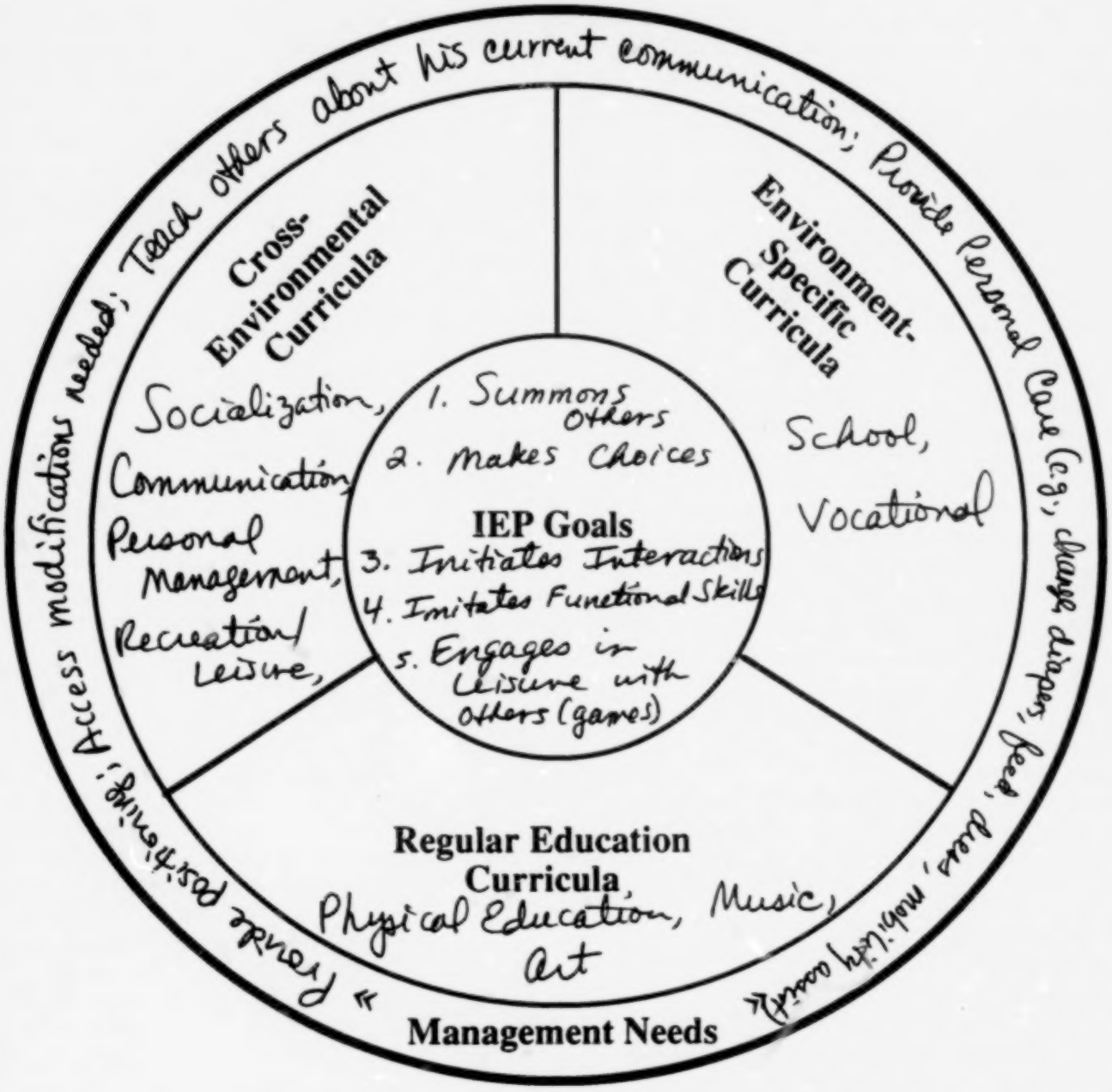
	Does anything *need* to be done to or for the student to allow *access* to the learning opportunities or to allow pursuit of the *learning outcomes* ?	
IEP GOAL PRIORITIES	Specific to Learning Outcomes	General Access Issues
Summons Others	* Teach staff and peers what Tommy's current communication efforts mean	* Provide personal care (e.g., change diapers, feed, dress, push from place to place in wheelchair)
Makes Choices		* Provide positioning in and out of wheelchair and other equipment
Initiates Interactions		* Modications needed for access to gym and playground equipment
Imitates Functional Skills		
Leisure with others		
BREADTH OF CURRICULA	Specific to Learning Outcomes	
Physical Education		
Music		
Art		
Socialization		
Communication		
Personal Management		
Recreation / Leisure		
School		
Vocational		

LINK TO NEXT PART: This information will be needed to complete the Matrix in Part 3

SAMPLE

EDUCATIONAL PROGRAM COMPONENTS

(IEP Goals Represent Priorities; Curricular Areas Represent Breadth; Management Needs Are Done *to or for* the Student)



NOTE: IEP goals and all curricular areas refer to learning outcomes that require change in learner behavior; management needs are supports done to or for the student to allow access to learning opportunities.

Part 2.4
Writing Short-Term Objectives Based on Annual Goals

If IEP goals are designed to guide the instructional program, then the goals must be written in such a way as to offer direction to the team who will implement the plan. This is particularly important if school teams develop annual goals in the Spring to be used the following Fall. When one team writes a goal for a student that ends up being used by a different team because of staff turnover or student placement changes, the intention behind the goal selection may be misunderstood. For example, if someone wrote the goal, "In community stores, Tom will improve his ability to make purchases", one might assume that the focus of this goal was the acquisition of the core skills associated with purchasing (e.g., locating merchandise and paying for it). In reality, different students may each have a different focus related to purchasing. One student may need to learn problem-solving strategies for what to do when he/she can not find an item, another may need to expand his/her repertoire of purchasing. For example, she knows how to buy prepackaged merchandise from shelves but may not know the skills needed in the bulk food section of the grocery store or the deli counter. Therefore, for each generally stated activity in C.O.A.C.H., the focus for objectives could be one of many aspects. These include components such as increasing tolerance, accepting assistance, providing assistance, initiation, preparation, quality, tempo, rate, duration, self-monitoring, safety, problem-solving, termination, expansion of repertoire, communicative aspects, social-behavior aspects, retention over time, indication of choices/preferences, and generalization across settings, people, materials, cues, etc. By clarifying the intent of a generally stated annual goal, the writers provide a direction to continue refined assessment and a focus for instructional planning.

Development of short-term objectives may be viewed as a refining process where generally stated goals are broken down into a series of smaller steps. As stated previously, these **objectives are generated from a single, unified set of discipline-free goals**. Short-term objectives may be written in many different ways. Generally objectives include three distinct components: (a) conditions, (b) behavior, and (c) criteria.

1. **Conditions** under which the behavior will occur should be included. These are the conditions which are crucial in order for the student to engage in the behavior. These conditions frequently refer to specific **cues** (e.g., "Show me what you want", "Turn on the switch"); special **equipment or materials** (e.g., primary writing paper, spoon with a built-up handle, plate secured with a suction cup); and/or **contexts**, to include settings and/or times (e.g., in regular class, on the playground during recess, upon arrival). Conditions may be stated in a variety of combinations. **It is not necessary to include every condition, only those which are crucial and unique in order for the student to pursue attainment of the objective**. It is also important to remember that ultimately, if possible, it is desirable for students to respond to natural cues in natural contexts (Ford & Mirenda, 1984). Therefore, the inclusion of assistive (non-naturally occurring) conditions should be recommended conservatively and plans should be made to fade such conditions out as much as possible.

2. **A behavior displayed by the learner** is the central feature of any objective. The behavior is **observable** and **measurable**. Sometimes people write goals and objectives about what they, as teachers or related service personnel are going to do for the student rather than what the student

will be able to do as a result of instruction. Avoid terms like "understand" or "know". Instead write a behavior you can observe that may be an indicator that they "know", "understand" (e.g., point, say, write, wash, count, purchase).

3. The objective should include **criteria that are quantifiable**. Selection of the type of criteria is based on how it matches the behavior. For example, if you want a student to increase the number of times he/she initiates appropriate greetings with other people, you might take a frequency count to determine how many times the student initiates or a percentage to compare the number of initiations with the number of opportunities the student had during a specified time period. Types of criteria may include but not be limited to: frequency, percent, rate, quality, duration, latency, etc. It is suggested that the objective include a second component which indicates how stable the behavior must be before you feel comfortable reporting that the objective has been met (e.g., 4 of 5 consecutive school days, over a two week period, etc.) Sobsey & Ludlow (1984) provide helpful guidelines for setting instructional criteria.

Suggested Steps for Developing Short-Term Objectives

Short-term objectives can be assistive tools in the educational process. Like any tool, they can be used or misused. Some people fear that the development of quantifiable objectives may trivialize what a student needs to learn or restrict the staff's creativity in planning or implementation. This need not be the case. Objectives can be trivial, boring, and confining, or relevant, interesting, and creative depending on how the team approaches the challenge. Under the best circumstances, objectives can be used as a map of the path to be taken to reach an identified destination (annual goal). Like any travel plans, you may start out on one path, and later change that path to match new information you have gained. Since most schools are in session for approximately 40 weeks, it is suggested that 3 or 4 objectives be written for each goal. This means that you are making objectives in intervals of approximately 10 to 12 weeks. Like most things related to education, objectives are never perfect, and often in a state of change. Therefore, while setting objectives is a valuable activity, it is important to not get too bogged down with excessive details or precision since they will probably need readjustment at a later date. The initial set of short-term objectives are your team's "best guess" at the time given current information.

Potential Steps:

1) If there has been any significant time span between the time the annual goal was written and the time the objectives are developed, the **goal should be verified to ensure that it is still appropriate**; then omitted or modified accordingly. This will happen most frequently in situations where goals are written in the spring and objectives are written the following fall.
2) Briefly **describe the student's current level of performance** specifically related to the stated annual goal. How well does he/she engage in this behavior now and/or in the past ?
3) **Clarify the intent of the annual goal** by selecting aspects of the behavior your team plans to address. First, consider all the primary component areas that are needs for the student, then select which one(s) will be the focus of the objectives.

These components may include but not be limited to:

- desensitization/increasing tolerance
- acquiring core skills
- preparation for the activity
- appropriateness of tempo or rate
- self-monitoring
- termination of the behavior
- safety aspects
- communicative aspects
- indication of choice or preference
- generalization across settings
- generalization across materials
- accepting assistance from others
- initiation of the behavior
- quality of performance
- extending or reducing duration
- problem-solving
- assisting others engaging in the activity
- expansion of repertoire
- social behavior aspects and manners
- retention over time
- generalization across people
- generalization across cues

4) Restate the **intent of the goal** as an observable behavior. State the goal in terms of what the student is to do. Students with the same annual goal may have different objectives. For example, a number of students have the same goal, "In home, school, and community settings the student will improve his/her ability to eat with utensils". One student may need to learn the core skills, for another quality is lacking, a third uses the utensils well but eats too quickly, a fourth uses utensils well at home but not in community restaurants. In each case the same goal would be followed by a different set of objectives matching the learner's needs.
5) List the **crucial conditions** which must be present for the learner to attain the objective.
6) **Write the conditions and behavior in the format of a short-term objective** (Do NOT include criteria at this point). For example, "Given a two- choice discrimination between a known high preference item and a known nonpreference item, and asked "Show me what you want", Tommy will select the high preference item by touching it ..."
7) Write a **criterion** by asking, "How far do we expect this students to progress from his/her current level of performance given 10 weeks of instruction ?" (e.g., Currently Tommy does not look at preferred items on his own, and only interacts with them if they are given directly to him. When an adult physically guides him to look at or touch the preferred item he is not resistant. The team projects that he can touch the item 70% of the time in 10 weeks).
8) Add a **measure of stability** to the criteria (e.g., 4 of 5 days for 2 consecutive weeks).
9) Restate the entire objective by **combining all the elements**. For example, "Given a two-choice discrimination between a known high preference item and a known nonpreference item, and asked "Show me what you want", Tommy will select the high preference item by touching it 70% of the time, 4 of 5 days for 2 consecutive weeks".
10) **Write additional objectives leading toward the annual goal**. In some cases the conditions and behavior will remain fairly constant with changes reflected in the criteria. Similarly, the behavior and criterion may remain constant while the conditions change (e.g., to become more natural). The behavior itself may change while the conditions and criteria remain fairly constant. This is most likely to occur when the student is learning larger clusters of behavior at a quick rate.Components of the objective may change in any combination.

NOTE: ***At this point in the C.O.A.C.H. process you have much of the basic information required to complete the IEP. While you may proceed to Part 3 without a formal IEP in place, you should have the basic content of the IEP agreed to by all team members, including the family.***

Part 3.0
Ongoing Assessment & Planning

Part 3 of C.O.A.C.H. is based on the *Vermont Integration Planning Process - V.I.P.P.* (Iverson & Cloninger, 1990). V.I.P.P. is a planning and decision-making process designed to allow individual educational programs for students of varying ages and abilities to be implemented in general education activities and settings. A growing number of parents and professionals recognize that truly integrated service delivery requires models that support such heterogeneous instruction (Thousand & Villa, 1989).

Once goals, objectives, breadth of curriculum, and instructional management needs have been determined for a student, the next step is to make ongoing plans for implementation. Part 3 addresses three main components: (a) preparatory activities including organization of the team, familiarization with relevant student information, and characteristics of the general education program; (b) scheduling for inclusion through the use of a matrix that compares regular class routines with individual student goals, the student's breadth of curriculum, and his/her instructional management needs; and (c) developing integrated lessons plans and guidelines for instructional planning and adaptation at the daily lesson level.

Preparatory Activities

In order to initiate scheduling decisions for a student placed in general education classes (Part 3.1), several preparatory activities need to occur. First, the **organization of the teaching team** should be reviewed. With the content of the IEP determined, the function of the team has shifted from IEP development to instructional planning and implementation. The possibility that team membership has changed since initial IEP development may necessitate taking steps to ensure that all team members are familiar with collaborative teamwork strategies and are committed to coordinating their efforts toward the discipline-free learning outcomes owned by the student. To achieve this shared goal, tasks in need of completion and the distribution of responsibilities among team members must be determined. Team meetings will need to be scheduled and decisions made regarding organization and communication (e.g., agenda; rotation of roles such as facilitator, recorder; methods of communication between team meetings). Depending on the size and membership of the team, team meetings may not necessarily require all team members to attend all team meetings; this will need to be negotiated among team members.

As the team is becoming organized, team members must simultaneously become **familiar with student** (if they are not already). Team members need to know student-specific information regarding: (a) goals and objectives, (b) breadth of curriculum, (c) instructional management needs, (d) learning style, (e) preferences, (f) instructional strategies that have been effective in the past (e.g., time delay, prompting/fading techniques, chaining), and so forth.

In order to offer sound input regarding integration of a student with special educational needs into general education placements, it is imperative that team members have a working **knowledge of the general education program**. This includes knowledge of the general class master schedule, physical arrangements of various settings, curricular content, typical routines, materials frequently used, class rules, teacher expectations, and any other relevant information. Since some support and related service personnel may be involved in only a portion of the student's program, they need only become knowledgeable about the classes and settings in which their involvement is required. For example, a physical therapist's skills may be required to support a student in a

regular physical education class. In such a case, the therapist may not need to spend his/her limited time becoming extensively familiar with other settings where support is not required, although at least a general knowledge of the overall school experience is desirable.

Part 3.1
Scheduling for Inclusion

Once team members are familiar with both the student's characteristics and critical features of the general education program, more specific and ongoing instructional planning and implementation can occur. The "matrix" activity described in this section assists in the development of a student schedule that provides opportunities for students to learn curricular content (identified in Parts 1 and 2) in integrated settings and justifies when instruction away from the mainstream needs to occur. This is accomplished by aligning the student's learning outcomes and management needs with the general education schedule of classes and activities. During the initial stages of matrix use, team members brainstorm possibilities and defer judgment in an attempt to discover the variety of opportunities available for inclusion. Convergence occurs later in the process when the possibilities are analyzed to select a schedule of general education classes or activities which best match the student's needs.

Receiving *special educational services in general education environments* can happen in four broad ways: (a) students can pursue the regular education program with resources and supports generically available to all students, (b) students can pursue the regular education program with extended or individualized resources and supports, (c) students can pursue an extended, modified, or otherwise individualized educational program with resources and supports generically available to all students, or (d) students can pursue an extended, modified, or otherwise individualized educational program with extended or individualized resources and supports (Giangreco & Meyer, 1988, p. 255 - 257; Giangreco & Putnam, in press). These various options may occur in combination and all can occur within general class settings. Initial exploration of possibilities for inclusion can be clarified by noting the level or type of involvement the student might be expected to have in each particular activity or class. Four options are presented here to indicate how a student could participate in a general class activity:

Same (S): The first option is for the student to participate in the regular class activity by doing what all the other students are doing. For example, the class is scheduled for "music" and the students are practicing songs for the annual holiday concert. All the students, including the student with special educational needs, are pursuing the same objectives within the same activities.

Multi-Level (ML): A second option, *Multi-Level Curriculum/Instruction* occurs when students are all involved in a lesson within the same curriculum area, but are pursuing different objectives at multiple levels based on their individual needs (Campbell, Campbell, Collicott, Perner, & Stone, 1988). This approach is not new to education, since it is an application of *Bloom's Taxonomy of Educational Objectives* (1956), including: knowledge, comprehension, application, analysis, synthesis, and evaluation. For example, all the students may be in a reading lesson. The student with special needs is learning to identify (read) representations on a communication board (e.g., photos, line drawings, symbols) while others are learning to read orally with appropriate pauses to

match punctuation. Multi-Level Curriculum/Instruction merely suggests an extension to include students with a wider range of abilities than is typically pursued within regular education. For example, in a math lesson one student is applying computational skills to a word problem while another is learning to count with correspondence. Both students are pursuing math learning outcomes but at different levels within the same activity or lesson.

Curriculum-Overlapping (CO): The third option, *Curriculum Overlapping* occurs when a group of students is involved in the same lesson, but they are pursuing goals/objectives from different curricular areas (Giangreco & Meyer, 1988, p. 257; Giangreco & Putnam, in press). For example, students are in science lab learning about properties of electricity. A student with special needs may be involved in these activities for the primary purpose of pursuing goals from other curricular areas (e.g., communication, socialization) such as following directions, accepting assistance from others, or engaging in a school job with a nonhandicapped peer. When curriculum-overlapping takes place, the regular class activity primarily is a vehicle used to attain other goals. This approach opens many opportunities for students to participate in classes previously considered "inappropriate." These settings are selected because they offer opportunities to address identified needs.

Alternative (A): Occasionally students may need to pursue alternative activities if the regular class does not offer reasonable opportunities to address relevant learning outcomes through multi-level curriculum/instruction or curriculum-overlapping. For example, during a time when general education students are taking a half-hour paper and pencil test it may be appropriate to work on community-based activities such as pedestrian skills since such activities may not be addressed adequately within the regular class schedule. Similarly, certain management needs are appropriately met in private (e.g., catheterization or postural drainage may be carried out in the health office). **Caution should be exercised when selecting alternative activities** since most student needs can be met in regular class situations given creative planning, a commitment to inclusion, and collaboration among professionals and families. Within each option it is recognized that students may need certain supports to assist them in attaining their educational goals.

Directions for Using Part 3.1:
Individual Educational Program -- General Education Matrix

Like the earlier parts of C.O.A.C.H., this matrix is designed to focus group discussions, and be used as a tool to assist teams with decision-making. Users are encouraged to tailor the tool to their individual situations

1) In the spaces provided in the left column of the matrix, write abbreviations for the student's IEP goals (from Part 1.7), general curriculum areas in which the student will be involved (from Part 2.2), and the student's instructional management needs (from Part 2.3).
2) Across the top of the matrix, list normally scheduled regular class activities. The blank matrix will need to be individualized to the type of schedule used in your school (e.g., daily Monday - Friday, A - B days, A - E days, etc.). The example on page 41 is just one variation of activities and classes. A blank form is available on page 69.
3) For each regular class activity, indicate which of the goals, curriculum areas, or management needs could be taught within identified class or activity. Indicate the type of involvement by writing **S**, **ML**, **CO**, or **A** to indicate Same, Multi-Level, Curriculum-Overlapping, or Alternative, respectively. Other types of scoring systems can be used. For example, some matrix users prefer to simply indicate whether the activity offers opportunities to practice the individually identified skills or whether opportunities exist for more intensive instruction.
   NOTE: When coding the type of involvement the student might have in each activity or class, the matrix is used to identify possibilities. The notations made on the matrix do not necessarily reflect the final schedule of inclusion for the student.
4) The completed matrix provides an overview of the frequency with which learning outcomes and management needs can be addressed within general class activities. It will also highlight "match-up challenges." Match-up challenges occur when limited opportunities exist, or it seems difficult to, address learning outcomes or management needs adequately within the general class schedule. These match-up challenges show up as an entire row or column of blank spaces on the matrix. Many creative solutions have evolved to meet various match-up challenges without foregoing integration. Refer to V.I.P.P. (Iverson & Cloninger, 1990) for specific strategies and examples. For those match-up challenges which cannot be overcome through problem solving efforts, alternative instructional activities may be justified (e.g., designating time for community-based instruction). It bears noting that even at the high school level, match-up challenge strategies have resulted in students with special needs receiving more educational services in integrated activities rather than separate ones. When offered the opportunity, often it is the student's classmates who contribute the most creative ideas.
5) The culmination of the matrixing process is to develop a student schedule. This can be accomplished by considering the possibilities noted on the matrix and determining what combination of integrated classes and activities best matches the student's individual needs. Developing the schedule should account for criteria such as opportunities for: (a) instruction and practice on relevant learning outcomes, (b) individual, small group, and large group instruction, (c) activities of choice and "nonprogrammed" time periods, (d) engaging in activities with a core set of familiar classmates as well as opportunities to meet new classmates, and (e) following a schedule that approximates the typical flow of the regular school day, (f) engaging in a variety of curricular activities to ensure that the student's school experience is full and interesting.

INDIVIDUAL EDUCATIONAL PROGRAM / GENERAL EDUCATION MATRIX

SAMPLE

Name: Tommy Smith
Grade: 3

Regular Class Schedule

		Arrival	Current Events	Reading	Math	Lang. Arts	LUNCH	Recess	Science	Social Studies	P.E.	Art	Music
IEP GOALS	Summons Others	ML				ML	CO	CO			CO	CO	
	Makes Choices		ML	CO	CO	ML	CO	CO	CO	CO	CO	CO	CO
	Initiates Interactions	S				CO	ML	CO	CO	CO	CO	CO	CO
	Imitates Skills	ML	CO	CO	CO	CO		CO	CO	CO	CO	CO	CO
	Leisure with Others	ML			CO			ML					
GENERAL CURRICULUM	Physical Education										ML		
	Music												S
	Art											S	
	Socialization	ML	CO	CO	CO	CO	ML	ML	CO	CO	CO	CO	CO
	Communication	ML	ML	CO	CO	ML	S / CO	ML	CO	CO	CO	CO	CO
	Personal Management	ML			ALT	ALT	ALT / ML		ALT	ALT			
	Recreation/Leisure	ML				CO		ML					
	School		ML	CO	CO	CO							
	Vocational (class jobs)	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO	CO
MGMT NEEDS	Teach Others Commun.	CO	CO			CO		CO		CO			
	Provides Personal Care	ML			ALT	ALT	ML	ML	ALT	ALT			
	Positioning	ML	CO →		→		→		→		→		→
	Access Modifications (use %)		CO					CO			CO		

S=Same ML=Multi-Level CO=Curriculum Overlapping A=Alternative

6) The finalized schedule should indicate: (a) time (e.g., Monday 9:00 - 9:55); (b) location, class or activity (e.g., Room 234; Biology Lab); (c) person(s) responsible (e.g., Ms. Martin -- Biology Teacher, Mr. Brown -- individual aide, even though primary instruction may be the responsibility of these individuals they may also receive support from others such as consulting teachers, integration specialists and related service providers; and (d) major need to be addressed during that period, potentially including level of involvement (e.g., curriculum overlapping Biology Lab activities with the socialization and communication skills of accepts assistance, offers assistance, and follows instructions). This information provides further foundation for lesson planning.

Part 3.2
Developing Integrated Lesson Plans

At this point, the team has decided where the student will be during each activity period of the day, what learning outcomes or management needs will be addressed during each period, and the person responsible for providing the instruction or service.

Instructional Adaptations

The next step is to document how instruction will be integrated into the general education activities. Considerations may include: (a) knowing the individual instructional and noninstructional outcomes for all students within a lesson group, (b) adjusting the instructional arrangement (e.g., small group, large group, cooperative group, independent), (c) allowing for alternative teaching methods (e.g., demonstration, exploration, lecture, discussion, prompting), (d) modifying materials used during the lesson, (e) accounting for varied forms of student responding (e.g., verbal, written, tape recorded, signed, gestured, computer-assisted, pointing), and (f) infusing specialized input from related service providers (e.g., OT, PT, SLP) to support attainment of learning outcomes or facilitate participation. See Fox, Williams, Monley, McDermott & Fox (1989, pp. 11 - 14) and Iverson & Cloninger (1990) for more detailed information.

Lesson Planning Considerations

When considering the instructional adaptations mentioned above, it becomes evident that general class activities may fall into one of two categories. The format or routine for some curricular activities remains *consistent* even though the content may change. For example, a particular ninth grade math class may typically follow a consistent pattern that begins each class session with a brief review, proceeds to defining a mathematical problem. The teacher then arranges students in small cooperative groups to solve the problem and concludes with a large group discussion and an explanation of the homework assignment. Some noninstructional aspects of the school day may also remain relatively consistent (e.g., arrival routines, homeroom, lunch, study hall, recess, assembly routines, departure routines).

In other classes the formats and routines may be *variable*. For example, the fifth grade science class may hear a lecture one day, do a cooperative research activity the next two days, followed by an independent lab experiment the day after. In this example the format, content, and potentially the location change with great frequency.

Consistent and variable formats present different implications for planning. In the example of a consistent format, initial planning may remain relevant for an extended period of time with

regularly scheduled review by the team to ensure its continued appropriateness. For example, in the math class, Johnny's learning outcomes include maintaining appropriate social behavior in small and large groups, asking and answering questions by pointing on his communication board, completing tasks independently, and improving his mobility within a room using his wheelchair. Johnny's tasks in every math class include: (a) handing out and collecting all learning materials (addressing mobility, task completion, and social interaction); (b) assuming a role in the cooperative group such as timekeeper, observer, or encourager (addressing communication and social interaction); and (c) participating in large group discussion (addressing communication and social interaction). Questions posed by the teacher would be at the appropriate level of difficulty and Johnny may have practiced his answers in the small group or as part of his homework. Ongoing monitoring of both Johnny's progress and any changes in classroom format can alert the team that changes should be considered.

In the example of a variable format the learning outcomes and/or management needs addressed during a particular lesson must be based upon the upcoming lessons and therefore, require more frequent modification. In part this requires those personnel responsible for planning integrated instruction to be aware of upcoming lesson content with sufficient lead time to prepare and make accommodations as necessary. For example, in science class, the cooperative research activity is to identify the characteristics of an endangered species, identify what is being done to protect the animals, and to list activities we can do to help. One of Joan's learning outcomes is to expand her repertoire of vocabulary words she can appropriately communicate using her electronic communication device that produces speech synthesized words. The communication specialist on the team needs time to program relevant vocabulary into Joan's communication device and engage in some pre-teaching so that Joan may participate, at least partially, in the science class. Additionally, whereas the nondisabled students may be learning 20 new vocabulary words, some of which are highly specific to the endangered species topic, Joan may be learning five new words applicable both in the science unit and generally in daily life. In the next day's lesson, the teacher has planned an experiment to explore how water pollution effects wildlife. The experiment will require the physical manipulation of objects such as turning on a water faucet, pouring water and other solutions. Given sufficient notice, the integration specialist and occupational therapist could consult with the science teacher and devise simple adaptations that allow Joan to open and close cabinet drawers using an extended hook, move materials to lower shelves for access, devise a pouring adaptation, and a variety of simple accommodations. Ongoing evaluation of Joan's performance should yield useful information for future activities. As the supply of ideas and adaptations increases, the time necessary for planning should be reduced.

The need to involve professional support staff in the process of making accommodations for inclusion is not always necessary or desirable. Given the opportunity, in many instances classmates can serve as a valuable source of accommodations and inclusionary ideas. This vast resource remains virtually untapped in many schools. Such experiences can also provide creative problem solving opportunities for nonhandicapped students as well facilitate a sense of community within a group.

Evaluation

While there are various ways to evaluate program quality (e.g., observation, reports of staff, permanent products, video tapes of work samples) the team meeting remains a focal point for face-to-face interactions among team members. Purposes for team meetings can extend beyond

instructional planning to include: (a) evaluating student progress on relevant learning outcomes, (b) revising or adjusting teaching methods, (c) evaluating the quality of integrated lesson plans with respect to all students, (d) transferring specialized knowledge and skills among team members, (e) evaluating team progress on completing designated tasks, and (f) celebrating team successes, sharing the failures, and enjoying their work.

Since Part 3.2 of C.O.A.C.H. does not go into much detail, persons seeking more information on instructional planning issues are referred to Ford et al (1989); Gaylord-Ross (1989); Gaylord-Ross & Holvoet (1985); Goetz, Guess, & Stremel-Campbell (1987); Horner, Meyer, & Frederick (1986); Meyer, Peck & Brown (in press); Orelove & Sobsey (1987); and Snell (1987).

Data collected during ongoing assessment can be used by team members to guide decision-making, test hypotheses, and reduce uncertainty regarding instruction. It is crucial that adjustments to instruction be based upon a variety of meaningful outcomes such as whether achievement expands integrated opportunities, enhances the perceptions of peers toward the individual, promotes positive self-concept, advances positive social interactions, has relevance to multiple needs of the learner, and/or increases the appropriate control the learner can exercise within his or her environment. Ongoing assessment that extends beyond the evaluation of narrowly defined instructional objectives can enhance student advancement and the identification of meaningful curricular content.

C. O. A. C. H.

Version 6.0

Parts 1, 2 & 3

Blank Forms

C. O. A. C. H.

Cayuga-Onondaga Assessment for Children with Handicaps

Version 6.0 (1990)

Michael F. Giangreco, Chigee J. Cloninger & Virginia S. Iverson

Learner Name _____ **Date of Birth** _____

Date of C.O.A.C.H. Administration _____

Educational Placement(s) _____

_____

_____

PURPOSE & DIRECTIONS: On the following lines write the names of all team members and their relationship to the learner in the spaces provided. The right column is used to indicate the date that the results of C.O.A.C.H. are shared and reviewed with all team members. It is neither desirable nor necessary for all team members to participate in the administration of C.O.A.C.H.. Therefore the "Date Reviewed" will be different from the "Date of C.O.A.C.H. Administration" for team members who were not present. This review provides a simple method for documenting the exchange of important educational information to all team members.

Name of Team Member	Relationship to Learner	Date Reviewed

INTRODUCTORY INFORMATION TO SHARE WITH C. O. A. C. H. PARTICIPANTS

PURPOSE & DIRECTIONS: The following headings represent categories of information and example statements that could be shared with participants. YOU ARE ENCOURAGED TO INDIVIDUALIZE THE INFORMATION.

PURPOSE OF THE C.O.A.C.H. SESSION

"The purpose of this meeting is to identify the top learning priorities for [student's name] and to determine which of those priorities you feel should be included on the IEP."

FAMILY INVOLVEMENT

"We have asked you to participate in this meeting because we recognize that you have an important role to play in determining educational priorities for [student's name]."

CONTENT

"The areas we will explore in today's meeting are meant to extend or augment regular education curricula. C. O. A. C. H. includes a variety of functional curriculum areas." (May refer to Figure 2, *Curricular Components of the C. O. A. C. H. Model*, p. 3)

EXPLAINING WHAT IS GOING TO HAPPEN

TIME

"Today's meeting will take approximately one hour." (To Complete Part 1.1 - 1.7)

RATE

"During that hour I will be asking you a variety of questions. Since there are so many areas to consider, I want you to be aware that I will be asking questions rather quickly and will need relatively short answers from you."

PARENT OPPORTUNITIES TO DISCUSS PRIORITIES IN DEPTH

"Since some of the questions I ask you will be more important than others, I will ask you to go through each area rather quickly so that we can focus on what you think is important; once we know what you think is important, then we can plan to spend more time discussing those areas in greater detail." (May refer to Figure 1, *Levels of Assessment and Planning*, p. 2)

OUTCOMES

"By the end of today's meeting you will have selected what you believe are the top priorities for [student's name]. Together we will negotiate which of these priorities should be included on the IEP."

RELATIONSHIP OF PRIORITIES TO THE REST OF THE SCHOOL PROGRAM

"While focusing in on [student's name] top educational priorities is important, these priorities only represent one part of the educational program. We realize that he/she also needs to have a broad school experience." (May refer to Figure 3, *Educational Program Components*, p. 8)

NEXT STEPS

"After today's meeting is over we need to review your priorities with other team members who were not here today. Once we are all in agreement about priorities, they will be used to develop goals, objectives, and assist in developing the classroom schedule of activities."

PART 1
GENERAL LEVEL OF ASSESSMENT & PLANNING

PART 1.1
QUALITY OF LIFE INDICATORS

PURPOSE & DIRECTIONS: Part 1.1 is designed to *provide a context* for subsequent parts of C.O.A.C.H. Included in this section are five *Quality of Life Indicators* believed to represent the parameters of a "Good Life" as identified through interviews with parents whose children have physical, cognitive, and sensory disabilities (Giangreco, Cloninger, Mueller, Yuan & Ashworth, 1990). The following questions are asked based on the assumption that they broadly reflect issues important to many parents. These questions are meant to provide a framework of the person's current status and desired future status, and not to generate in depth discussion. Therefore, spend approximately 10 minutes having the parent(s) briefly answer these questions. You are encouraged to reword the questions as needed to match the individual situation. A summary of the parent(s) responses can be recorded in the spaces provided.

Quality of Life Indicator #1:
Having a Safe, Stable Home

Explanation: *Parents frequently express concerns about their desire for their child to have a safe, comfortable, stable home environment, both now and in the future. The following questions are designed to clarify the child's current status and the parent(s) desire for the child in the future.*

1) Where does [student's name] live currently (e.g., at home with family, foster home, community residence)? _____
(NOTE: Since this information may already be known, the answer may be recorded and restated to the family, e.g., "OK, we know that Tom lives with you and his sister"; then move on to question 2)

2) If everything goes as you hope, do you anticipate that [student's name] will continue to live where she/he is throughout the school years? _____
If not, where would be a desirable place? _____

3) Would you like to talk about where a desirable place would be for [student's name] to live as an adult, or is that too far in future to discuss at this time? _____
If yes, where? _____

4) Is there any place you would like to avoid having [student's name] live in the future?
_____
_____

Quality of Life Indicator #2:
Maintaining a Social Network & Meaningful Relationships

Explanation: *Parents frequently express concerns about their desire for their child to establish and maintain a social network of people who care about them. Such a network may include family, friends, co-workers, and others who have some vested interest in the person. The following questions are designed to clarify the child's current status and what changes, if any, parent(s) desire for the child in the future.*

5) With whom does [student's name] have personal relationships other than with his/her immediate family (e.g., relatives, classmates, friends)? _____

_____

_____

6) Would you like to see these relationships change or expand in the near future, and if so how? _____

_____

_____

Quality of Life Indicator #3:
Accessing a Variety of Places

Explanation: *Parents frequently explain that the opportunity to access a variety of places is part of what distinguishes a boring existence from a full and interesting life. Parents have indicated that their child's life was better merely by being in a variety of places (even if this meant partial participation). The following questions are designed to clarify the child's current status and what changes, if any, parent(s) desire for their child in the future.*

7) Where does [student's name] spend time regularly that makes his/her life full and interesting (e.g., school, work, community recreation, follows family routine)?

_____

_____

_____

_____

8) Would you like to see these places change or expand in the near future?
If so, how ? _____

_____

_____

Quality of Life Indicator #4:
Engaging in Meaningful Activity
(valued by self & others)

Explanation: *Parents express concerns about their desire for their child to have something "meaningful" to do with their time. In this case "meaningful' has two main features: it must be activity that is (a) valued by others, and (b) valued by the individual. This includes activities that are of interest or preference to the individual or enhance his/her self-image. The following questions are designed to clarify the child's current status and what changes, if any, parent(s) desire for their child in the future.*

9) What kinds of activities does [student's name] do on a regular basis that are interests, preferences, or make him/her feel good about himself/herself ? _____

_____

_____

10) Would you like to see these activities change or expand in the near future? If so, how?

_____

_____

_____

*11) ONLY ASK THIS QUESTION IF THE STUDENT IS 13 OR OLDER. Have you given any thought to what kinds of meaningful activities [student's name] might do as a young adult? For example, how might [student's name] spend his/her time in the future that is now spent in school (e.g., competitive work, supported work, volunteering, continuing education)? _____

_____

_____

_____

Quality of Life Indicator #5:
Living in a State of Health and Comfort

Explanation: *Parents frequently explain that pursuit of the aforementioned Quality of Life Indicators is dependent upon their child maintaining a relative level of health and comfort. The following question is designed to identify any significant health related issues that currently interfere with pursuing an enjoyable life.*

12) What, if anything, would you like to see change in terms of [student's name] current health or comfort that would enable him/her to pursue a more enjoyable life?

_____

_____

LINK TO NEXT PART: In the next part of C.O.A.C.H. we will be exploring curriculum areas, activities, and skills designed to enhance a person's ability to achieve the Quality of Life Indicators included in this section.

PART 1.2
SELECTION OF CURRICULAR AREAS TO BE ASSESSED

PURPOSE & DIRECTIONS: Part 1.2 is designed to allow the parent(s) to decide which curricular areas should be assessed. This is done by circling **YES** for those *areas that may include potential priorities* for the student. Circle **NO** if the area need not be assessed. Circling **NO** does not infer the curricular area is inappropriate or not applicable for the student, merely that it is unlikely to contain high priorities for the individual. The facilitator needs to be familiar with the content in each curricular area; information and/or examples are offered under each heading as reminders. Sections marked; NOT FOR PRESCHOOL, may be assessed appropriately for young children in some cases.

1.3 CROSS-ENVIRONMENTAL ACTIVITIES

1.3.1 Socialization YES NO
(e.g., interactions with others, appropriate behavior)

1.3.2 Communication YES NO
(e.g., expressive and receptive abilities)

1.3.3 Personal Management YES NO
(e.g., self-care skills used across settings, mobility)

1.3.4 Leisure/Recreation YES NO
(e.g., engaging in leisure activities alone and with others)

1.3.5 Applied Academics YES NO
(NOT FOR PRESCHOOL; e.g., reading, writing, math)

1.4 ENVIRONMENT-SPECIFIC ACTIVITIES

1.4.1 Home YES NO
(e.g., self-care skills used at home, food preparation, chores)

1.4.2 School YES NO
(e.g., participation in groups, use of school facilities)

1.4.3 Community YES NO
(NOT FOR PRESCHOOL; e.g., purchasing, travel, restaurant use)

1.4.4 Vocational YES NO
(e.g., home, class, school jobs; work site competencies)

1.5 SENSORY LEARNING SKILLS

(Visual, Auditory, Tactile, Olfactory, Gustatory) YES NO
(ONLY FOR USE WITH STUDENTS WHO HAVE SENSORY DEFICITS OR INCONSISTENT RESPONSES TO SENSORY INPUT
(e.g., orienting, searching, imitating)

LINK TO NEXT PART: In the next part of C.O.A.C.H. only assess those areas selected above (those circled YES), leave all other Activity/Skill Lists blank.

PARTS 1.3 - 1.5 ACTIVITY/SKILL LISTS

PURPOSE & DIRECTIONS: The Activity/Skill Lists included in these Parts are designed to gather information about the student's current level of performance and to determine which listed activities or skills *Need Work.. Only score those Activity/Skill Lists representing curricular areas that were selected for assessment in Part 1.2*. This is accomplished in an interview format with the family using the following steps:

1) Only inquire about listed activities or skills appropriate to the student's chronological age. In the column labeled **LEVEL** you will find some combination of the letters **P, E, M, and S**. **P** = Preschool; **E** = Elementary; **M** = Middle School, and **S** = Secondary. If an activity is coded with all four letters it means that it is potentially appropriate for all age groups. If, for example, and item was coded **EMS** it would be asked of all students except Preschoolers.
2) **Remind** the family that this section will be presented rather quickly and that brief answers are requested. Explain that you will be assigning a score to each item based on the scoring key. Remind the team that these scores will not be totaled and are meant only to provide a general indication of functioning level. DO NOT SPEND TOO LONG ON ANY SINGLE ITEM.
3) **Individualize** the presentation and wording of each item to match the situation, then listen to the response and verify what the parent said by restating it to the participants.
4) **Score** the item using the 1 through 4 Scoring Key located at the bottom of each Activity/Skill List.
5) As each item is scored inquire whether it **Needs Work** and indicate by circling **N** (No) or **Y** (Yes). While a low score may be a partial indication that an item Needs Work, low scores can be marked as N or Y. For example, a student with no functional limb use may get a score of 2 (minimal skill/Not resistant) for the item "Eats with Utensils", but because the parents believe that this person will likely require eating assistance indefinitely, they indicate that the item does not Need Work. Conversely, a high score can also be marked as N or Y. For example, a student may have many pedestrian skills but still Need Work.
6) Write any pertinent **Comments** in the spaces provided adjacent to specific items or in the box at the bottom of the page.
7) Repeat the process of asking, listening, verifying, scoring, indicating whether it Needs Work, and commenting for each item before proceeding to the next item.
8) Once all prelisted activities/skills are assessed, ask if any of the participants wish to add items they believe are uniquely relevant for the student.

NOTE: *When presenting items, remind and encourage the participants to think about the activity or skill in a broad sense by considering various aspects of the activity such as increasing tolerance to the activity, developing core skills, use of alternative/augmenative modes, preparation, tempo, rate, self-monitoring, termination of the activity, safety, social/communicative aspects of the activity, generalization across people, settings, cues, or materials, initiation, quality, duration, expansion of repertoire, problem-solving, assisting others, or retention over time.*

PART 1.3 CROSS-ENVIRONMENTAL ACTIVITIES

SOCIALIZATION 1.3.1

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
1	P E MS	Responsive to the Presence and Interactions of Others (e.g., peers, family, adults)		N Y	
2	P E MS	Initiates Social Interactions		N Y	
3	P E MS	Sustains Social Interactions		N Y	
4	P E MS	Terminates Social Interactions		N Y	
5	P E MS	Distinguishes and Interacts Differently with Familiar People, Acquaintances and Strangers		N Y	
6	P E MS	Maintains Socially Acceptable Behavior when Not Interacting with Others		N Y	
7	P E MS	Accepts Assistance from Others		N Y	
8	P E MS	Offers Assistance to Others		N Y	
9	P E MS	Accepts Transitions Between Routine Activities		N Y	
10	P E MS	Accepts Unexpected Changes in Routine		N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%) / 2 = Minimal Skill (1- 25%) / NOT Resistant / 3 = Partial Skill (25 - 80 %) / 4 = Has Skill (80 - 100 %)

COMMUNICATION 1.3.2

The following communicative functions may be exhibited or received through any combination of modes such as verbal, vocal, pointing, gestural, signing, eye gaze, computer-assisted, etc.

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
11	P E MS	Indicates Continuation or Expresses More (e.g., makes sound or movement when desired interaction stops to indicate he/she would like eating, playing, etc. to continue)		N Y	
12	P E MS	Makes Choices when Presented with Options		N Y	
13	P E MS	Makes Requests (e.g., for objects, food, interactions, activities, assistance)		N Y	
14	P E MS	Summons Others (e.g., has an acceptable way to call others to him/her)		N Y	
15	P E MS	Expresses Rejection / Refusal (e.g., indicates when he/she wants something to stop or does not want something to begin)		N Y	
16	P E MS	Greets Others		N Y	
17	P E MS	Follows Instructions (e.g., simple, one-step or multi-step directions)		N Y	
18	P E MS	Describes Events, Objects, Interactions, etc. (e.g., uses vocabulary, nouns, verbs, adjectives)		N Y	
19	P E MS	Responds to Questions (e.g., if asked a question he/she will attempt to answer)		N Y	
20	P E MS	Asks Questions of Others		N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%) 2 = Minimal Skill (1- 25%) / NOT Resistant 3 = Partial Skill (25 - 80 %) 4 = Has Skill (80 - 100 %)

PERSONAL MANAGEMENT 1.3.3

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
21	P E MS	Drinks and Eats by Mouth (e.g., accepts food/drink, lip closure, chews, swallows)		N Y	
22	P E MS	Feeds Self with Hands/Fingers		N Y	
23	P E MS	Eats with Utensils (e.g., spoon, fork, knife)		N Y	
24	P E MS	Dresses / Undresses		N Y	
25	P E MS	Cares for Bowel and Bladder Needs		N Y	
26	P E MS	Cares for Hands & Face (e.g.,washes, dries, applies lotion, lip balm)		N Y	
27	P E MS	Combs/Brushes Hair		N Y	
28	P E MS	Gives Self-Identification Information (e.g., name, address, phone number)		N Y	
29	P E MS	Responds to Emergency Alarm (e.g., leaves building when smoke/fire alarm sounds)		N Y	
30	P E MS	Manages Personal Belongings (e.g., toys, clothes, special equipment)		N Y	
31	P E MS	Mobile Within and Between Rooms of a Building (e.g., walks, rolls, crawls, moves wheelchair, climbs stairs, uses elevators/escalators)		N Y	
32	MS	Mobile Between Buildings		N Y	
33	MS	Cares for Menstrual Needs		N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%) / 2 = Minimal Skill (1- 25%) / NOT Resistant / 3 = Partial Skill (25 - 80 %) / 4 = Has Skill (80 - 100 %)

LEISURE / RECREATION 1.3.4

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
34	P E MS	Engages in Individual, Passive Leisure Activities (e.g., listens to music, watches TV)		N Y	
35	P E MS	Engages in Individual, Active Leisure Activities (e.g., toy play, games, sports, exercise, hobbies)		N Y	
36	P E MS	Engages in Passive Leisure Activities with Others (e.g., goes to movies, performances, spectator sports or events with others)		N Y	
37	P E MS	Engages in Active Leisure with Others (e.g., group games, activities, sports)		N Y	
				N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key:
1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%)
2 = Minimal Skill (1- 25%) / NOT Resistant
3 = Partial Skill (25 - 80 %)
4 = Has Skill (80 - 100 %)

APPLIED ACADEMICS 1.3.5

In this section the term *"reading" extends beyond words* to include forms such as Braille, Bliss, Picsyms, etc. The term *"writing" extends beyond handwriting* to include forms such as keyboarding, computer-assisted methods, or the use of a rubber stamp.

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
38	E MS	Reads Individual Symbols or Sequences of Symbols (e.g., letters, words, Braille, Bliss, Picsyms)		N Y	
39	E MS	Reads to Get Information and/or Follow Instructions		N Y	
40	E MS	Writes Self-Identification Information (e.g., name address, phone number)		N Y	
41	E MS	Writes Words, Phrases, Sentences		N Y	
42	E MS	Composes and Writes Notes, Messages, and/or Correspondence		N Y	
43	E MS	Uses Resource Materials (e.g., newspaper, address book, phone book, dictionary)		N Y	
44	E MS	Counts with Correspondence		N Y	
45	E MS	Computes Numbers (e.g., add, subtract, multiply, divide)		N Y	
46	E MS	Uses Clock (including alarm)		N Y	
47	E MS	Uses Calendar (e.g., can determine day/date, uses to note special events/appointments)		N Y	
48	E MS	Uses Measurement Tools (e.g., ruler, measuring cups, scale)		N Y	
49	E MS	Uses Money (e.g., purchasing, saving, budgeting, checking)		N Y	
50	E MS	Uses Telephone (e.g., answers, calls, uses public pay phone)		N Y	
51	S	Fills Out Forms (e.g., job applications, social security forms)		N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%); 2 = Minimal Skill (1- 25%) / NOT Resistant; 3 = Partial Skill (25 - 80 %); 4 = Has Skill (80 - 100 %)

PART 1.4 ENVIRONMENT-SPECIFIC ACTIVITIES

HOME 1.4.1

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
52	P E MS	Brushes/Flosses Teeth		N Y	
53	P E MS	Selects Appropriate Clothing to Wear (e.g., selects items needed for time of day, weather conditions, style matching)		N Y	
54	E MS	Cares for Personal Hygiene Needs (e.g., bathes, showers, cares for nails, uses deodorant, shaves)		N Y	
55	E MS	Picks Up After Self		N Y	
56	E MS	Prepares Food (e.g., snacks, cold meals, hot meals)		N Y	
57	E MS	Does Household Chores (e.g., dusts, sweeps, mops, vacuums, washes/dries dishes, takes out garbage, recycles, makes bed, stores groceries)		N Y	
58	MS	Cares for Clothing (e.g., puts laundry in designated place when clean, or dirty, folds, washes/dries, irons, mends)		N Y	
59	S	Cares for Yard (e.g., cuts lawn, plants & weeds garden, rakes leaves, shovels snow)		N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%) 2 = Minimal Skill (1- 25%) / NOT Resistant 3 = Partial Skill (25 - 80 %) 4 = Has Skill (80 - 100 %)

SCHOOL 1.4.2

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
60	P E MS	Travels to and from School (e.g., rides bus safely, walks to school)		N Y	
61	P E MS	Participates in 1:1 Instruction (e.g., tolerates situation, responds to teacher directions)		N Y	
62	P E MS	Participates in Small Groups (e.g., tolerates situation, takes turn, is actively involved, responds to teacher directions)		N Y	
63	P E MS	Participates in Large Groups (e.g., tolerates situation, takes turn, is actively involved, responds to teacher directions)		N Y	
64	P E MS	Works at Task Independently (e.g., those at a nonfrustrational level)		N Y	
65	P E MS	Manages School-Related Belongings (e.g., backpack, materials, books, hall locker, gym equipment and locker)		N Y	
66	P E MS	Follows School Rules (e.g., understands what rules are, raises hand, waits turn, no hitting)		N Y	
67	P E MS	Uses Athletic Facilities (e.g., playground, fields, gym, track, pool)		N Y	
68	E MS	Uses Lunchroom Facilities (e.g., obtains lunch, picks up after self)		N Y	
69	E MS	Uses School Library (e.g., finds books, tapes, other media; follows library rules, returns borrowed materials)		N Y	
70	MS	Participates in Extra-Curricular Activities (e.g., clubs, sports, service organizations, drama, music)		N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1 - 25%)
2 = Minimal Skill (1 - 25%) / NOT Resistant
3 = Partial Skill (25 - 80 %)
4 = Has Skill (80 - 100 %)

COMMUNITY 1.4.3

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
71	E MS	Travels Safely in the Community (e.g., crosses intersections, uses crosswalks and sidewalks, acts appropriately with strangers, finds destination)		N Y	
72	E MS	Uses Restaurants (e.g., orders food, finds seating, eats meal, pays bill)		N Y	
73	E MS	Purchases Merchandise or Services (e.g., food stores, clothing/department stores, specialty stores, post office, hair salon, laundry/dry cleaner; knows purpose of different kinds of stores, finds merchandise or service desired, pays bill)		N Y	
74	E MS	Uses Recreational Facilities (e.g., movies, arcades, parks, recreation centers)		N Y	
75	E MS	Uses Vending Machines (e.g., to get drinks, food, toys, stamps, newpapers)		N Y	
76	S	Uses Banking Facilities (e.g., deposits, withdrawals, uses Automatic Teller)		N Y	
77	S	Travels by Public Transportation (e.g., bus, subway, trolley, taxi, ferry)		N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1 - 25%); 2 = Minimal Skill (1 - 25%) / NOT Resistant; 3 = Partial Skill (25 - 80 %); 4 = Has Skill (80 - 100 %)

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
78	P E MS	Does Classroom and/or Home Job(s)		N Y	
79	P E MS	Does Job(s) at School, beyond the Classroom, with Nonhandicapped Peers (e.g., delivers attendance, messages, lunch money; helps operate bookstore or concession)		N Y	
		AT COMMUNITY WORK SITES			
80	S	Travels to and from Work Site		N Y	
81	S	Uses Time Clock or Check-In Procedure		N Y	
82	S	Interacts Appropriately with Co-Workers, Customers, and Supervisors		N Y	
83	S	Follows Work Site Rules for Safety, Conduct, and Appearance		N Y	
84	S	Does Work Independently that is at a Nonfrustrational Level		N Y	
85	S	Works with Others (e.g., cooperates, does enough work, accepts assistance, gives assistance)		N Y	
86	S	Follows Schedule of Work Activities		N Y	
87	S	Uses Work Site Leisure Facilities (e.g., engages in appropriate breaktime and lunchtime routines)		N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%) / 2 = Minimal Skill (1- 25%) / NOT Resistant / 3 = Partial Skill (25 - 80 %) / 4 = Has Skill (80 - 100 %)

PART 1.5 SENSORY LEARNING SKILLS

(Visual, Auditory, Tactile, Olfactory, Gustatory)

All listed skills apply to objects, activities, and/or interactions with people; The emphasis in this section is on whether the student has the skill, regardless of which sensory mode is used

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
88	P E MS	Reacts to Sensory Input of Objects, Activities, or Interactions by Displaying Some Observable Change in Behavior		N Y	
89	P E MS	Orients/Fixates (e.g., directs attention toward the object, activity, or interaction)		N Y	
90	P E MS	Examines Unfamiliar Objects or Situations (e.g., explores from various perspectives)		N Y	
91	P E MS	Sustains Attention to Situation for Appropriate Length of Time		N Y	
92	P E MS	Distinguishes Between Various Objects, Activities or Interactions Based on What is Sensed (e.g., knows the difference between food and drink, different toys, eating utensils)		N Y	
93	P E MS	Tracks the Path of Activity (e.g., depending on the sensory mode used: listens for cars when street crossing, watches athletes play a sport)		N Y	
94	P E MS	Searches Immediate Surroundings (e.g., area within arm's reach)		N Y	
95	P E MS	Scans Surroundings (e.g., area beyond arm's reach)		N Y	
96	P E MS	Imitates Functional Skills Presented through Appropriate Sensory Channels		N Y	

SPECIAL NOTES

• The skills listed above do not specify the context in which the skills will be used nor do they specify the sensory channel to be used, therefore, if any Sensory Learning Skills are ultimately identified as priorities for instruction they must: (a) be applied to either Cross-Environmental or Environment-Specific activities in order to be functional; and (b) the sensory channel(s) (e.g., visual, auditory, tactile) must be specified (e.g., student will tactually search her lap tray to locate a signaling switch used to summon others).

LINK TO NEXT PART: In the next part of C.O.A.C.H. we will be considering which activities that "Need Work" are *potential priorities.* The next step is designed to narrow the number of possibilities as we try to focus in on the top priorities.

Scoring Key: 1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%); 2 = Minimal Skill (1- 25%) / NOT Resistant; 3 = Partial Skill (25 - 80 %); 4 = Has Skill (80 - 100 %)

PART 1.6
PRIORITIZATION
(Short Ranking Method)

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to focus in further on the top priorities by considering which of the activities that "Need Work" may be priorities. First, the interviewer reads the activities that "Need Work" from one curricular area (e.g., Socialization). At this point any participant in the C.O.A.C.H. meeting may indicate that the stated activity is a potential priority (judgment is deferred at this point). The facilitator records the activity in the space provided. The parent(s) are then asked to consider a variety of criteria (as listed below) and rank order the priorities for the student. The facilitator records the ranks in the designated spaces. This process is repeated separately for each curricular area assessed. A long-ranking form is available if parents are having difficulty ranking. The long-ranking form should be used sparingly.

CRITERIA TO CONSIDER: *Functional (has a direct practical application in daily life), useful in the future, chronologically age-appropriate, provides environmental control, makes it easier to care for the person, relates to health or safety, strength of learner, interest of learner, used frequently, immediate need, increases access to enhanced or expanded opportunities*

Socialization

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Communication

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Personal Management

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Leisure/Recreation

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Applied Academics

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Home

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

School

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Community

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Vocational

Rank	Activities
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

Sensory Learning

Rank	Skills
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

LINK TO NEXT PART: In the next part of C.O.A.C.H. ranked priorities generated in this part will be used to do an overall ranking and selection of priorities.

PART 1.7
CROSS-PRIORITIZATION

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to determine the top priorities overall and negotiate which priorities will be included on the IEP. First, transfer a maximum of the top 5 priorities from each area assessed to the Cross-Prioritization grid in ranked order (some spaces may be blank). Next, ask the parent(s) to rank a maximum of the top 8 priorities overall. After verifying the ranked priorities, consider whether any priorities may be logically combined and still make sense. Lastly, negotiate which of the ranked priorities will be restated as goals and objectives on the IEP, as well as which priorities, if any, will be part of the "Breadth of Curricula" or primarily "Home" Responsibilities by placing an **X** in one appropriate box.

RANK	Socialization	Communication	Personal Management	Leisure/ Recreation	Applied Academics
1					
2					
3					
4					
5					

RANK	Home	School	Community	Vocational	Sensory Learning
1					
2					
3					
4					
5					

Home	Breadth of Curricula	Include In IEP	Rank	OVERALL PRIORITIES (Activities)
			1	
			2	
			3	
			4	
			5	
			6	
			7	
			8	

LINK TO NEXT PART: THIS CONCLUDES THE PARENT INTERVIEW PART OF C.O.A.C.H. Review outcomes with other team members and proceed to Parts 2 and 3.

PART 2.2
BREADTH OF CURRICULUM WORKSHEET

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to clarify the breadth of learning outcomes to be addressed for the student through the school program; this breadth extends beyond the top priorities documented on the IEP to include other relevant curricular content. In the spaces provided list all curriculum areas included in the Regular Education Curriculum for nondisabled students of the same chronological age. Circle **YES** or **NO** to indicate whether the student will have *learning outcomes* in the corresponding curriculum areas. Repeat this step for all areas listed below. Lastly, note the source of the curricular content. For example, name a specific curriculum guide, school or State syllabus.

Curriculum Areas	**Is Pursuit of Learning Outcomes in this Curricular Area Appropriate ?** (Note Grade Level if Different Than Age Peers)		**Documentation Source for the Curricula**
REGULAR EDUCATION CURRICULA **(Grade _____)**			
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
	YES	**NO**	
CROSS-ENVIRONMENTAL CURRICULA			
Socialization	**YES**	**NO**	
Communication	**YES**	**NO**	
Personal Management	**YES**	**NO**	
Recreation/Leisure	**YES**	**NO**	
Applied Academics	**YES**	**NO**	
ENVIRONMENT-SPECIFIC CURRICULA			
Home	**YES**	**NO**	
School	**YES**	**NO**	
Community	**YES**	**NO**	
Vocational	**YES**	**NO**	

LINK TO NEXT PART: In the next part this information will be used, in part, to determine management needs related to instruction.

PART 2.3
ANALYSIS OF MANAGEMENT NEEDS RELATED TO INSTRUCTION

PURPOSE & DIRECTIONS: This part of C.O.A.C.H. is designed to identify potential management needs related to instruction; these are actions done to or for students (not requiring any change in student behavior) to allow access to educational opportunities or allow pursuit of specified learning outcomes. First, fill in the blank spaces in left column. IEP Goal Priorities can come from Part 1.7 and Breadth of Curricula can come from Part 2.2. Next, ask the listed question regarding each entry and note what management needs require attention (e.g., for access it may be tube feeding, catheterization, repositioning; for pursuit of learning outcomes it might be making an adaptation, transfering information to nonhandicapped peers, or providing consultation to regular education staff). THIS PART REQUIRES INPUT AND CONSIDERATION FROM ALL TEAM MEMBERS, ALTHOUGH NOT NECESSARILY AT THE SAME TIME.

	Does anything *need* to be done to or for the student to allow *access* to the learning opportunities or to allow pursuit of the *learning outcomes* ?	
IEP GOAL PRIORITIES	Specific to Learning Outcomes	General Access Issues
BREADTH OF CURRICULA	Specific to Learning Outcomes	

LINK TO NEXT PART: This information will be needed to complete the Matrix in Part 3

INDIVIDUAL EDUCATIONAL PROGRAM / GENERAL EDUCATION MATRIX

Name: _____

Grade: _____

		Regular Class Schedule											
IEP GOALS													
GENERAL CURRICULUM													
MGMT NEEDS													

S=Same ML=Multi-Level CO=Curriculum Overlapping A=Alternative

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Consumer Request

Any suggestions for the improvement of C.O.A.C.H. are welcomed. Please contact:

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APPENDIX A

_____

(Curricular Area)

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key:
1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%)
2 = Minimal Skill (1- 25%) / NOT Resistant
3 = Partial Skill (25 - 80 %)
4 = Has Skill (80 - 100 %)

APPENDIX A

_____

(Curricular Area)

#	LEVEL	ACTIVITIES	SCORE 1 - 4	NEEDS WORK	COMMENTS
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	
				N Y	

Additional Comments:

Scoring Key:
1 = Resistant to the Assistance of Others & has Minimal Skill (1- 25%)
2 = Minimal Skill (1- 25%) / NOT Resistant
3 = Partial Skill (25 - 80 %)
4 = Has Skill (80 - 100 %)

Procedures for Administering the Long Ranking Method

(See page 21 for information on the Short-Ranking Method)

Review Criteria and Reach Agreement on Criteria to be Used

Briefly review the essential and discretionary criteria listed on the Prioritization form (Appendix B, page 77). Team members may suggest additional criteria and should agree upon which criteria will be applied to decision-making.

List Potential Priority Activities on the Grid

Fill in the spaces provided on the grid under the heading "Activities". This can be accomplished by having the person administering the assessment quickly read off those activities which *Need Work* within the curriculum area being prioritized. As the activities are read, any team member may suggest that a particular activity be included on the list as a *potential priority*. At this point judgment should be deferred regarding the importance of the activity as a priority.

Score Essential Criteria

Essential criteria are considered so basic to priority selection that they have been prescored with a plus (+) for time saving purposes. When comparing an activity to the criteria, put a slash (/) through the plus only if the activity does not meet the criteria for the learner. If an activity meets all of the listed essential criteria, no marks need be made on the grid.

Score Discretionary Criteria

For each listed criterion, score a number from 0 to 3, where 0 means the criterion does not apply to the activity and where 3 means that the criterion strongly applies to the activity for this particular learner. For example, if the activity of being able to "makes requests" would be used many times daily, the criterion "frequency of use" might be marked 3; whereas the activity "uses vending machine" might be used less frequently and scored as a 1 or 2.

Total Activity Scores

For each activity add the numeric values across the page horizontally (count each plus for essential criteria as 1). Write the sum in the space provided in the column labeled **TOTALS**.

Rank Activities

Rank the activities in the space provided in the far left-hand column labeled **Rank**. *The activity with the highest score may not always be the highest priority. This process is meant to guide discussion, not to be used as a strict formula.*

PRIORITIZATION GRID
(Long Ranking Method)

		ESSENTIAL CRITERIA				DISCRETIONARY CRITERIA							
		(/ if not true)				Score 0 to 3							
Rank	ACTIVITIES	FUNCTIONAL	USEFUL IN FUTURE	CHRONOLOGICALLY AGE-APPROPRIATE	REASONABLE GIVEN CHARACTERISTICS	PROVIDES PERSON WITH ENVIRONMENTAL CONTROL	MAKES CARE EASIER	RELATES TO HEALTH/SAFETY	STRENGTH OR INTEREST OF THE PERSON	IMMEDIACY OF NEED	INCREASES ACCESS TO NEW PLACES AND OPPORTUNITIES		TOTALS
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								
		+	+	+	+								